Nursing & Midwifery Council

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

MOTT MACDONALD

Programme approval report

Section one

Programme provider name:	Teesside University
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	County Durham and Darlington NHS Foundation Trust Gateshead Health NHS Foundation Trust Harrogate and District NHS Foundation Trust North Tees and Hartlepool NHS Foundation Trust South Tees Hospitals NHS Foundation Trust Tees Esk and Wear Valley NHS Foundation Trust York and Scarborough Teaching Hospitals NHS Foundation Trust Private, voluntary and independent health care providers
Programme reviewed:	**Return to practice:** **Nursing:** Adult ☒ Mental health ☒ Children's ☒ Learning disabilities ☒ **Midwifery** ☐ **Nursing Associate** ☐

	SCPHN	☐
	Nursing/SCPHN	☐
	Midwifery/SCPHN	☐
Title of programme:	University Certificate in Professional Development (UCPD) Return to Professional Practice - Nursing	

Academic levels:	
RtP Nursing Adult	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
RtP Nursing Mental Health	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
RtP Nursing Children's	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
RtP Nursing Learning Disabilities	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
RtP Midwifery	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11

RtP Nursing Associate	England only ☐ Level 5 ☐ Level 6 ☐ Level 7
RtP SCPHN	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
RtP Nursing/SCPHN	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
RtP Midwifery/SCPHN	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	28 June 2021
Programme start date: **Return to practice:** **Nursing:** Adult Mental health Children's Learning disabilities **Midwifery** **Nursing Associate** **SCPHN**	20 September 2021 20 September 2021 20 September 2021 20 September 2021

Nursing/SCPHN	
Midwifery/SCPHN	
QA visitor(s):	Registrant Visitor: Jo Lidster

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Section two

Summary of review and findings

Teesside University (TU), an approved education institution (AEI), school of health and life sciences present for approval a return to practice (RTP) programme. The following routes are proposed: RTP nursing (mental health), RTP nursing (children's), RTP nursing (adult) and RTP nursing (learning disabilities). All routes facilitate nurses' readmission to the Nursing and Midwifery Council (NMC) register. TU has a history of delivering RTP programmes for health care registrants.

The part-time, single module, 20 credit programme is offered at academic level six for applicants wishing to return to the nursing part of the NMC register. The programme team confirm that the minimum intake per cohort will be 10 students. Recruitment to the current programme indicates an expected number of 12 students per cohort, with two cohorts delivered each year. The proposed RTP programme will be offered at the Darlington campus, with the opportunity to access specialist facilities at the Teesside campus.

The programme is designed to meet the Standards for RTP programmes (SRtPP) (NMC, 2019) and the Future Nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018). The programme utilises the England practice assessment document (PAD) for RTP nursing programmes, which is already approved by the NMC. The RTP PAD has been developed by the west Midlands RTP group in collaboration with practice learning partners (PLPs), academic staff, returners and service users and carers (SUCs) across England.

There's documentary evidence of partnership working with all stakeholders including PLPs, SUCs and students in the design and development of the RTP programme. The approval process demonstrates robust and effective partnership working with PLPs in the co-production, co-delivery and evaluation of the programme at strategic and operational levels. The university has established a range of processes and mechanisms to support student learning in both theoretical and practice elements of the programme. There's evidence that PLPs and SUCs contribute to selection and admission processes for the proposed programme.

Students are required to complete a minimum of 300 practice learning hours during the programme. The duration of the programme for successful candidates is 22 weeks from induction to application to re-join the register.

The visit is undertaken remotely during the COVID-19 pandemic.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) isn't met at programme level as conditions apply.

The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The programme is recommended for approval to the NMC subject to two joint NMC and university conditions. There is one further university condition. One NMC recommendation, one joint recommendation and four university recommendations are made.

Updated 6 August 2021:

Evidence is provided that the changes required to meet the two joint NMC and university conditions have been made. The university confirms condition three is met. The three conditions are now met.

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:** Condition one: The programme team must provide evidence of a robust and transparent process for the consideration of students' prior learning and experience in relation to the FN:SPRN and the students' intended scope of practice, including how this supports the decision of how many practice learning hours students need to complete. (SFNME R2.1, R2.8; SRtPP R1.6) (NMC and university condition) **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** Condition two: The programme team must update and proofread all programme documentation including student facing documentation to ensure consistency with NMC terminology as well as academic requirements. (SFNME R3.2; SRtPP R2.1) (NMC and university condition) Condition three: Revisit learning outcomes and mapping to ensure all outcomes are assessed. (University condition)
Date condition(s) to be met:	4 August 2021
Recommendations to enhance the programme delivery:	Recommendation one: The programme team should consider strengthening the field specificity within the programme documentation, including opportunities to consolidate field specific learning with academics. (SRtPP R2.7)

	Recommendation two: The programme team should consider enhancing articulation of the academic assessor role within the student facing programme documentation. (SFNME R3.2; SRtPP R4.1) (NMC and university recommendation)

Recommendation three: Expand simulation activities, specifically online with digital simulation activities that students can engage with in their own time. (University recommendation)

Recommendation four: Continue to work towards engagement with the Adobe creative campus. (University recommendation)

Recommendation five: Consider how the formative aspects of assessment can be built into the summative assessment. (University recommendation)

Recommendation six: Continue to work with SUCs to develop their input into the programme. (University recommendation) |
| **Focused areas for future monitoring:** | SUCs involvement in the programme recruitment process. |

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions:

The process for the consideration of students' prior learning and experience in relation to the FN:SPRN and the students' intended scope of practice, including how this supports the decision of how many practice learning hours students need to complete, is now transparent. Condition one is met.

The programme documentation has been revised and inconsistencies with NMC terminology as well as academic requirements have been corrected. Clarification has been provided within the module specification that the module is also offered |

to registrants who cannot meet the revalidation requirements to be able to remain on the register. Condition two is met.

The one university condition has been confirmed as met. Condition three is met.

The SFNME is now met.
The SRtPP is now met.

AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	4 August 2021

Section three

NMC Programme standards
Please refer to NMC standards reference points *Standards for return to practice programmes* (NMC, 2019) *Return to practice standards* (NMC, 2019) *Future nurse: Standards of proficiency for registered nurses* (NMC, 2018) *Standards for competence for registered midwives* (NMC, 2009) *The Future midwife: Standards of proficiency for registered midwives* (NMC, 2019) *Standards of proficiency for nursing associates* (NMC, 2018) *Standards of proficiency for specialist community public health nurses* (NMC, 2004) *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)

NMC Programme standards
The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) QA Handbook (NMC, 2020)

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.

Please refer to the following NMC standards reference points for this section:

Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC *Standards for student supervision and assessment*
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:
R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Nursing & Midwifery Council

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

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Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress
     towards, and achievement of, proficiencies and skills

**Standard 4: Practice supervisors: contribution to assessment and
     progression:**
R4.3 have sufficient opportunities to engage with practice assessors and academic
     assessors to share relevant observations on the conduct, proficiency and
     achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors
     is scheduled for relevant points in programme structure and student
     progression

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors
     is scheduled for relevant points in programme structure and student
     progression

Findings against the standard and requirements

**Provide an <u>evaluative summary</u> about the effectiveness of the partnerships
between the AEI and their practice learning partners, service users, students
and any other stakeholders**.

The programme documentation indicates that the programme has been developed
with engagement and collaboration from students, SUCs and PLPs.

PLPs tell us that the programme prepares students for recruitment into their
services and provide examples of where this has been successfully achieved with
the current programme. They tell us of examples where RTP students have
successfully been employed upon the completion of the programme, in the areas
where they had a placement.

PLPs tell us that collaboration with the TU RTP programme team and the wider TU
placement support team is of a high quality. They confirm that there are regular
reviews of programmes and joint decision making about the design and delivery of
programmes at AEI/PLP partnership meetings. This is also evident through the
documentary analysis. PLPs tell us that during these meetings TU pre-registration
programmes as well as the RTP programme are discussed and their feedback is

sought and valued. At the approval visit PLPs confirm that they've a robust partnership with the AEI and confirm processes to ensure shared clinical governance arrangements for RTP are in place. These utilise the same structures and processes as for the pre-registration nursing programmes at TU. PLPs describe the process of practice learning, support and assessment for RTP students and mechanisms for escalating concerns. Documentary analysis confirms well-developed, long-standing and effective partnerships between the AEI and PLPs in the delivery of existing NMC approved programmes.

PLPs tell us that the communication process between the AEI and PLPs is highly effective. PLPs confirm that they undertake joint recruitment and selection of students for the RTP programme. Documentary analysis shows practice assessors are involved from the start of the RTP programme, as the student visits the placement area to meet with their practice assessor and academic assessor for a tripartite review of proficiencies, prior to the start of placement. PLPs confirm that there's sufficient placement capacity to support RTP student numbers and to ensure that learning opportunities are available for students to meet their practice assessment requirements. There are sufficient appropriately qualified practice assessors, practice supervisors and academic assessors to provide support.

Programme documentation confirms that students' feedback is regularly sought and has informed the development of the proposed programme. Students tell us that they provide feedback to the programme team via evaluations. Students feel that their voice is heard and their feedback effects change in all parts of the programme. Students tell us that they've opportunities for interprofessional learning during placement. One student gave an example of learning alongside other students in the accident and emergency department and the positive impact this had on their learning experience. They tell us they're involved in RTP recruitment open days to share their experiences with potential applicants. They tell us how they've been consulted on the proposed programme and that they welcome the inclusion of the England RTP PAD.

Documentary evidence includes a strategy for how the school involves SUCs in their nursing programmes. SUCs tell us of their involvement with the university and the support and training available to them. SUCs tell us of their experience in supporting the RTP programme, in the delivery of seminars discussing real life scenarios. They tell us they're involved in the current RTP programme and look forward to continuing to be involved in the proposed RTP programme. SUCs tell us they were involved in the design and development of the proposed RTP programme and that they feel valued in their role by the programme team and students. The programme team tell us about the intention to involve SUCs in the RTP interviews for the proposed programme and SUCs tell us they're aware of this

and are supportive. They welcome the opportunity to be involved in the interviews if they choose to do so. They tell us of recruitment experience they already have from pre-registration. Documentary analysis confirms SUCs feedback views about the way the returner nurse has supported their care within the England RTP PAD.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: *Standards framework for nursing and midwifery education*		
	MET ☒	**NOT MET** ☐
Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: *Standards for student supervision and assessment*		
	MET ☒	**NOT MET** ☐

Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐ N/A

Student journey through the programme
Standard 1: Selection, admission and progression
Approved education institutions, together with practice learning partners, must: R1.1 confirm on entry to the programme that students are, or were, registered with the NMC R1.2 confirm on entry to the programme that students: R1.2.1 demonstrate values in accordance with *the Code* R1.2.2 have capability to behave in accordance with the Code R1.2.3 have capability to update numeracy skills required to meet programme outcomes R1.2.4 can demonstrate they meet NMC *English language requirements*

R1.2.5 have capability in literacy to meet programme outcomes

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

R1.3 ensure students' *health and character* is sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's *health and character guidance*. This includes facilitating satisfactory and timely occupational health assessment and criminal record checks.

R1.4 ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully

R1.5 ensure the person responsible for directing the educational programme or their designated substitute is able to provide supporting declarations of health and character for students who have completed a return to practice programme

R1.6 consider students' prior learning and experience in relation to the standards of proficiency, programme outcomes, and the students intended scope of practice upon readmission, and

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

Note: Education institutions and their practice learning partners may propose to transfer current students onto the new programme to meet the *Standards for return to practice programmes.* If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.

Proposed transfer of current students to the programme under review
Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the *Standards for return to practice programmes* (NMC, 2019).

Proposed transfer of current students to the ***Standards for student supervision and assessment*** (NMC, 2018).
Demonstrate a robust process to transfer current students onto the ***Standards for student supervision and assessment*** (NMC, 2018).

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

R1.1 confirm on entry to the programme that students are, or were, registered with the NMC

YES ☒   **NO** ☐

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

R1.2.1 demonstrate values in accordance with *the Code*

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

R1.2.4 can demonstrate they meet NMC *English language requirements*

YES ☒   **NO** ☐

R1.2.5 have capability in literacy to meet programme outcomes

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

R1.3 ensure students' *health and character* is sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's *health and character guidance.* This includes facilitating satisfactory and timely occupational health assessment and criminal record checks.

YES ☒   **NO** ☐

R1.4 ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and that any

declarations are dealt with promptly, fairly and lawfully		
	YES ☒	**NO** ☐

R1.5 ensure the person responsible for directing the educational programme or their designated substitute is able to provide supporting declarations of health and character for students who have completed a return to practice programme

YES ☒   **NO** ☐

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

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 not met. The programme team tell us that students are allocated a personal academic tutor and an academic assessor. This enables individualised and supportive learning plans to be developed collaboratively and with their practice assessor, for both theoretical and practice learning.

The programme team tell us the practice learning needs for individual RTP students are decided during the supervision and assessment tripartite meeting, which takes place at the beginning of the programme within the first week. The programme team tell us each RTP student has a bespoke student journey for practice learning, depending on the field they're returning to and the proficiencies they're able to demonstrate as 'already met' within the RTP nursing PAD. The record of their bespoke plan is documented in the PAD.

The programme documentation states that all students undertake a minimum of 300 practice hours and the programme team tell us this has been decided from consultation with PLPs and students. PLPs and students tell us that setting a minimum of 300 hours is transparent, consistent and an appropriate amount for returners. However, the RTP verification form document suggests fewer hours can be undertaken in some circumstances. The rationale for a reduced minimum number of practice hours isn't evident in the documentation. The programme specification and related programme documents, including the verification of hours form, don't provide sufficient detail to demonstrate a robust process for reviewing students' prior learning and experience in relation to the programme outcomes, standards of proficiency and the students' intended scope of practice on

readmission to the register. The purpose and processes for conducting tripartite meetings are included in the RTP nursing PAD. It's not evident within the documentary evidence when or how the individualised RTP student journey is negotiated, with whom and how this relates to minimum practice hours/the use of the verification form. (Condition 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 confirms support is available for students to develop skills in numeracy, literacy, digital and technological literacy sufficient to meet programme outcomes. RTP students have access to a range of supportive resources. The programme team tell us there's a student assessment for numeracy skills on entry to the programme. Students tell us they feel supported by the university to develop their study skills. The programme team tell us that students can access resources online to support their learning, including field specific learning resources, tutorial support and online books. They also tell us that they can access library support services and specialist resources for simulation and skills at the Teesside campus. The programme team tell us that students are introduced to facilities on both campuses during the first week of the programme. The programme team tell us the same resources are available for RTP students and that students can access all student and study skills support remotely for the duration of the programme. RTP students are formatively and summatively assessed in numeracy and medication management through the RTP nursing PAD episode of care assessment.

Support mechanisms for developing numeracy, literacy, digital and technological literacy are described in the programme documentation. The programme team tell us that TU has become an 'Adobe creative campus', the only one in Europe. This is for recognition of the value of teaching creative and digital communication skills and an active focus on these skills in programmes to help TU students succeed in the classroom and gain an edge in today's competitive workplace. The programme team tell us that technology enhanced learning is used appropriately to support learning using interactive learning environments, e-workbooks, electronic medicines calculations resources and clinical skills simulations. The programme team tell us that they plan to offer a day of clinical skills simulation in the first week of the programme for RTP students. Learning is further supported by individual and group tutorials with field specific academic advisors/academic support.

Proposed transfer of current students to the programme under review
From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the <u>Standards for return to practice programmes</u> will be met through the transfer of existing students onto the proposed programme. The programme team confirm there are no existing students who need to be considered for transfer to the new programme.
Proposed transfer of current students to the *Standards for student supervision and assessment (SSSA)* (NMC, 2018).
From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment. The programme team confirm there are no existing students who need to be considered for transfer to the SSSA.
Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met **YES** ☐ **NO** ☒ The programme documentation doesn't provide sufficient detail to demonstrate a robust and transparent process for the consideration of students' prior learning and experience in relation to the FN:SPRN and the students' intended scope of practice on readmission to the register. The programme team describe how student's prior experience and level of learning becomes part of an individualised plan on entry to the programme. This bespoke learning plan is developed during a tripartite meeting with the RTP student, academic assessor and practice assessor to establish theoretical and practice learning needs. The programme team tell us the minimum practice learning hours is 300 hours for all RTP students, but the documentary evidence, in particular the verification form, suggests fewer hours can be undertaken. It is not clear when this consideration of a student's prior experience and level of learning takes place, by whom, what the rationale is for reduced practice learning hours, or where this is recorded. (Condition one)

Outcome
Is the standard met?   **MET** ☐   **NOT MET** ☒   It's not evident within the documentary evidence when or how the individualised RTP student journey is negotiated, with whom and how this relates to minimum practice hours/the use of the verification form.   Condition one: The programme team must provide evidence of a robust and transparent process for the consideration of students' prior learning and experience in relation to the FN:SPRN and the students' intended scope of practice, including how this supports the decision of how many practice learning hours students need to complete. (SFNME R2.1, R2.8; SRtPP R1.6) (NMC and university condition)   **Date:** 28 June 2021
Post event review
Identify how the condition(s) is met   Condition one: The process for the consideration of students' prior learning and experience in relation to the FN:SPRN and the students' intended scope of practice, including how this supports the decision of how many practice learning hours students need to complete, has been confirmed. A mapping exercise is undertaken with the RTP student and their field specific tutor during the first study day at TU. The verification of accumulated hours guidance has also been developed and this forms part two of the mapping document. Evidence provided is then checked by the course leader and the recognition of prior learning co-ordinator.   Condition one is now met.   Evidence: Recognition of prior learning and mapping of NMC FN:SPRN (NMC, 2018), undated
Date condition(s) met: 4 August 2021
Revised outcome after condition(s) met: **MET** ☒   **NOT MET** ☐

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** ☒

R2.1 is not met. Documentary analysis identifies several errors in the programme and student facing documentation. There are inaccuracies related to NMC terminology, for example 'nursing branches' rather than 'fields of nursing practice' and inconsistency in the minimum required practice hours presented in the programme handbook and the verification form. The documentation also indicates the programme is only for applicants who wish to return to the register, omitting those who may wish to remain on the register, for example through being unable to meet revalidation requirements. There's no clear indication as to whether this is an error or whether this is truly the case, in which case a rationale should be included. It's clear that these errors must be corrected to ensure students are presented with accurate information related to the programme. (Condition two)

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** ☒

TU aren't seeking approval for a RTP midwifery route.

Specialist community and public health nurses (SCPHNs)

Yes ☐   **No** ☐   **N/A** ☒

TU aren't seeking approval for a RTP SCPHN route.

Nursing associates

Nursing & Midwifery Council

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

MOTT MACDONALD

Yes ☐   No ☐   N/A ☒
TU aren't seeking approval for a RTP nursing associate route.

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

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

<div align="center">MET ☒   NOT MET ☐</div>

R2.4 is met. The programme documentary evidence provides assurance the programme supports student learning in their intended area of practice. The programme consists of a theory week which includes generic RTP nursing content as well as field specific content. The programme team tell us that the theory days include simulation sessions aimed at developing the FN:SPRN, as well as student identified skills development. There's self-directed study identified to support these sessions and the programme handbook signposts students to further reading and resources to support their development. The programme team tell us that each student is allocated a field specific academic tutor/academic assessor who'll meet with the RTP student to assist them to consolidate their learning.

Students confirm that the programme assessments allow them to demonstrate proficiency at degree level relevant to their intended area of practice. PLPs confirm a commitment to support students to find employment in their intended area of practice. One previous student tells us of their experience of working in practice after successful completion of the TU RTP programme.

The programme extends over 22 weeks and the programme team tell us that individual student needs are considered if an extension to this is required. Practice learning experiences are agreed collaboratively between students, the programme team and PLPs. The focus is on students' learning needs and where they'd prefer to find future employment once they've completed the RTP programme. Students and PLPs tell us that the RTP programme is successful in returning students to their intended area of practice.

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

<div align="right">YES ☐   NO ☐   N/A ☒</div>

The programme isn't delivered in Wales.

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

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

Yes ☒   **No** ☐   **N/A** ☐

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

Yes ☐   **No** ☐   **N/A** ☒

TU aren't seeking approval for a RTP midwifery route.

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** ☒

TU aren't seeking approval for a RTP SCPHN route.

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

Yes ☐   **No** ☐   **N/A** ☒

TU aren't seeking approval for a RTP nursing associate route.

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

R2.7   set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, children, learning disabilities and mental health nursing

MET ☒   **NOT MET** ☐   **N/A** ☐

R2.7 is met. Documentary evidence of the programme theory component confirms there's generic and field specific content. The programme team tell us that the taught theory component of the programme is largely generic across all fields of nursing, with students' specific professional knowledge being built upon using additional resources and field specific academic support to consolidate theory

learning. Students are allocated to field-specific academics who've been involved in the programme design and who'll be involved in delivery of the programme. Field specific academics are allocated to students to act as academic advisors and academic assessors. The programme team and students tell us of the opportunities for field specific theoretical learning and academic support to support students to consolidate their learning, however this isn't fully articulated in the programme documentation. The programme team should consider strengthening the field specificity within the programme documentation, including opportunities for RTP students to consolidate field specific learning with academics. (Recommendation one)

PLPs tell us that they're clear about the academic assessor role, have clear channels of communication and receive good support from the programme team. The programme team and students describe a range of resources that students have access to relating to different field contexts, to support learning.

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

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

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

<div align="right">MET ⊠   NOT MET ☐   N/A ☐</div>

R2.8 is met. Documentary evidence provided for the programme demonstrates the general and professional content enabling students to meet the FN:SPRN to return to the register as a registered nurse.

The programme team tell us of the collaboration between the academic team, practice supervisors, practice assessors and practice learning facilitators to support the student to achieve the FN:SPRN and programme outcomes in the relevant field of nursing practice. The RTP nursing PAD supports student assessment of the FN:SPRN for their field and intended area of practice. The programme team and PLPs confirm that there are adequate resources to support the programme.

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

	MET ☐	**NOT MET** ☐	**N/A** ☒

TU aren't seeking approval for a RTP midwifery route.

Specialist community and public health nurses (SCPHNs)

	MET ☐	**NOT MET** ☐	**N/A** ☒

TU aren't seeking approval for a RTP SCPHN route.

Nursing associates

	MET ☐	**NOT MET** ☐	**N/A** ☒

TU aren't seeking approval for a RTP nursing associate route.

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. The programme provides specific content for RTP student's field of nursing practice in relation to safeguarding, consent, pharmacology, medicines administration and optimisation.

Students tell us that they're supported to achieve relevant proficiencies in clinical practice. This is confirmed by PLPs. During practice learning, students are summatively assessed within the nursing field in which they intend to practice utilising the RTP nursing PAD.

R2.10 ensure the curriculum uses a range of learning and teaching strategies which may include flexible or distance learning, which must be used effectively and proportionately to support learning and assessment, and

	MET ☒	**NOT MET** ☐

R2.10 is met. The RTP programme is part time and delivered via a blended approach. The programme team and students tell us the benefits of the first week being delivered face to face, then subsequent theory delivery is through distance learning. Students tell us that distance learning is comprehensive, accessible and allows their studies to progress in a timely way.

Documentary evidence and the programme team describe a range of learning and teaching strategies including simulation-based learning for skills which is proportionate and effective. The programme team tell us that simulation is used

within the theoretical part of the RTP programme to provide an opportunity for students to practise skills they identify, prior to starting their practice learning. The programme team tell us that additional simulated opportunities can be facilitated throughout the programme as students identify learning needs. They tell us that simulation scenarios are developed with SUCs; this is confirmed by SUCs. PLPs tell us that RTP students have access to simulation facilities and can access programmes of organised learning within the individual trust when they're on placement.

Programme documentation and discussion at the approval visit confirm the use of a range of teaching and learning strategies which include the university's virtual learning environment, seminars, skills workshops and tutorials. Students tell us they're well supported in the university and in practice to develop their information technology skills and access learning resources.

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 part time over 22 weeks. The programme team confirm the minimum practice learning hours is 300 hours for all RTP students. The programme is therefore an appropriate length to support programme outcomes.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to curricula and assessment are met

YES ☐   **NO** ☒

There are errors and inconsistencies noted within the programme and student facing documentation. Examples relate to NMC terminology and inconsistent reference to the number of practice hours required during the programme. It's also not clear whether the programme team would recruit applicants who wish to remain on the NMC register (as opposed to be readmitted to the register). (Condition two)

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** ☒

Inconsistent and inaccurate information in the programme and student facing documentation could mislead students and must be corrected.

Condition two: The programme team must update and proofread all programme documentation including student facing documentation to ensure consistency with NMC terminology as well as academic requirements. (SFNME R3.2; SRtPP R2.1) (NMC and university condition)

Date: 28 June 2021

Post event review

Identify how the condition(s) is met:

Condition two: The programme documentation has been revised and inconsistencies with NMC terminology as well as academic requirements have been corrected. Clarification has been provided within the module specification that the module is also offered to registrants who cannot meet revalidation requirements to be able to remain on the register.

Condition two is now met.

Evidence:
Module specification UCPD return to professional practice, 3 August 2021
Course evaluation narrative UCPD return to professional practice, 3 August 2021
Course handbook UCPD return to professional practice, 30 July 2021
Mapping of NMC FN:SPRN (NMC, 2018) and RTP standards (NMC 2019), 3 August 2021
Recognition of prior learning and mapping of NMC FN:SPRN(NMC, 2018), undated

Date condition(s): 4 August 2021

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

Standard 3: Practice learning

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

R3.1 provide practice learning opportunities that confirm students can deliver safe and effective care in their intended area of practice to a diverse range of people

R3.2 provide practice learning opportunities that confirm students meet the communication and relationship management skills and procedures in their intended area of practice, as set out in the relevant standards of proficiency

R3.3 ensure that students experience a range of settings for their intended area of practice, demonstrating an ability to meet the holistic needs of people

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

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

R3.6 ensure that students are supernumerary.

Findings against the standard and requirements

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

R3.1 provide practice learning opportunities that confirm students can deliver safe and effective care in their intended area of practice to a diverse range of people

MET ☒   **NOT MET** ☐

R3.1 is met. Documentary evidence and discussion at the approval visit confirm that the AEI, in partnership with PLPs, has procedures and policies in place to ensure students meet the FN:SPRN. These procedures and policies ensure safe and effective care delivery to a diverse range of people across the lifespan and in a variety of settings.

PLPs and students tell us that there are practice learning opportunities to allow RTP nursing students to develop and meet the FN:SPRN to deliver safe and effective care to a diverse range of people in their intended area of practice. The programme team tell us that practice learning experiences are identified through negotiation with the student, once their scope of professional practice is identified. Practice placements are then allocated between the AEI's established placement team and the PLP offering RTP practice learning opportunities.

PLPs tell us that students are provided with additional visits, opportunities and experiences as required to meet their proficiencies. There's a joint process between PLPs and the AEI for managing fitness to practise issues for all nursing students. PLPs and students confirm they understand the cause for concern process.

R3.2 provide practice learning opportunities that confirm students meet the communication and relationship management skills and procedures in their intended area of practice, as set out in the relevant standards of proficiency
MET ☒ **NOT MET** ☐

R3.2 is met. Documentary evidence shows that practice supervisors, practice assessors and academic assessors work with students to plan practice learning experiences to meet the communication and relationship management skills and procedures and proficiencies, as set out in the FN:SPRN. PLPs describe examples of collaboration across practice learning environments to ensure students have a wide range of learning opportunities across organisations.

The programme team tell us that communication and relationship management skills and procedures in the intended area of practice are assessed by the achievement of proficiencies and an episode of care summative assessment facilitated by the practice assessor. There are opportunities for RTP students to reflect on practice learning experiences and the RTP nursing PAD includes sections for students to provide reflections on their progress and performance.

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 work with students to plan how their practice learning experience will meet the FN:SPRN. The programme team tell us that practice learning experiences are identified through negotiation with the student once their scope of professional practice is identified. Practice placements are then allocated between the AEI's established placement team and the PLP offering RTP practice learning opportunities.

The programme team and PLPs confirm there are sufficient practice learning areas for each field of nursing practice for a range of settings where students can meet the holistic needs of people. Students confirm this.

Nursing & Midwifery Council

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

MOTT MACDONALD

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

MET ☒   **NOT MET** ☐

R3.4 is met. Programme documentation and the approval process confirm that simulation is used effectively and proportionately to support and enhance skills teaching. The programme team tell us that support is provided to students to engage with technology, using interactive e-learning packages and simulation facilities ranging from low to high fidelity.

PLPs confirm students have access to similar learning opportunities using their resources whilst they're on practice placement. These include PLP training packages. This enables them to practise safely and further develop existing skills and rehearse new clinical skills identified in their individual learning plan in the RTP nursing PAD. Practice assessors evaluate student learning using these resources as part of the assessment of the FN:SPRN in the PAD.

Students tell us they make use of these resources and find them valuable in developing their knowledge and skills.

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

MET ☒   **NOT MET** ☐

R3.5 is met. Programme documentation and the approval process provide assurance that there are processes in place for managing reasonable adjustments. There's documentary evidence that confirms TU and PLPs have policies and processes in place to take account of individual student need, personal circumstances and reasonable adjustments. Students can access support from TUs support team who work with individual students to develop specific learning contracts if required. Student facing documentation signposts them to policies and resources for reasonable adjustments.

Students tell us that they're supported by the programme team and PLPs if they have individual needs. They tell us these are discussed at the programme application stage, although can be disclosed at any time within the programme. Students tell us that they feel well supported by the programme team and practice learning environments should any adjustments be required. The programme team tell us that the students' preference for placement and home address is taken into account for practice learning allocation.

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:** 28 June 2021
Post event review
Identify how the condition(s) is met: N/A
Date condition(s): N/A
Revised outcome after condition(s) met: **MET** ☐ **NOT MET** ☐ N/A

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education* R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment* R4.3 ensure they inform the NMC of the name of the person responsible for directing the education programme R4.4 provide students with feedback throughout the programme to support their development

R4.5 ensure throughout the programme that students meet the required standard of proficiency and programme outcomes to be readmitted to, or remain on, the register

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

R4.7 assess students to confirm proficiency in preparation for being readmitted to, or remaining on, the register

R4.8 ensure that relevant proficiencies are recorded in a record of achievement which confirms these proficiencies and skills have been met, and

R4.9 confirm students' safe and effective practice and suitability to be readmitted to, or remain on, the register.

Findings against the standards and requirements

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

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*

MET ☒   **NOT MET** ☐

R4.1 is met. Documentary evidence and the approval process show that the AEI works collaboratively with PLPs and practice employers to support the RTP programme.

The programme team tell us that appropriately qualified and experienced academic staff support the RTP programme. The documentary evidence shows how the programme team have worked with stakeholders in developing the RTP nursing programme and incorporating the RTP nursing PAD. There are minutes from stakeholder events detailing this. The RTP nursing PAD requires students to complete proficiencies mapped from the FN:SPRN and utilises the practice learning support mechanisms in place for pre-registration programmes.

Processes for the SSSA are in place for all pre-registration nursing programmes at TU including RTP students. Programme documentation within the gateways demonstrates a comprehensive approach to the preparation of SSSA roles and implementing of the SSSA in practice learning areas. PLPs tell us that practice supervisors and practice assessors are briefed before taking a RTP student by the programme team. This happens prior to meeting the student. They tell us this is essential as they don't have RTP students with them as often as pre-registration

nursing students. PLPs tell us that practice supervisors, practice assessors and academic assessors are confident in their roles for supervising and assessing the FN:SPRN and supporting RTP students.

Students tell us that their practice supervisors, practice assessors and academic assessors are well prepared to support their RTP programme. Students tell us they're listened to by the programme team if they raise any issues or if they need support. RTP students complete the same placement evaluations as pre-registration nursing students and these are used to feedback to practice learning areas as part of the clinical audit system.

From documentary analysis, there are inconsistencies in the terminology used to describe academic support roles presented in the student facing documentation, including personal tutor, academic mentor and academic assessor. The programme team should consider enhancing the articulation of the academic assessor role within student facing programme documentation. (Recommendation two)

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment

MET ☒   **NOT MET** ☐

R4.2 is met. Documentary evidence in gateway two and the approval process confirm RTP students are supported and assessed by suitably prepared practice supervisors, practice assessors and academic assessors. There are comprehensive processes for the preparation for the SSSA roles. There's appropriate material available for preparing and updating practice supervisors and practice assessors. The role and responsibilities of practice supervisors, practice assessors and academic assessors are detailed in programme documentation.

PLPs and students tell us of their clear understanding of the requirements of the SSSA. PLPs tell us that practice supervisors and practice assessors are briefed before taking a RTP student by the programme team. This happens prior to meeting the student. They tell us this is essential as they don't have RTP students with them as often as pre-registration nursing students. PLPs tell us that they've appropriate systems in place to monitor and assure capacity for practice supervision and assessment. Students tell us they're allocated to a practice assessor at the beginning of the practice learning experience and are supervised by practice supervisors who support learning and provide feedback. Students tell us that their practice supervisors and practice assessors have consistently been supportive.

The programme team tell us that RTP students have practice placement preparation during the theory content at the start of the programme which includes information and preparation for the SSSA.
Evidence provides assurance that the following requirement is met: R4.3 ensure they inform the NMC of the name of the person responsible for directing the education programme   **YES** ☒   **NO** ☐
Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met R4.4 provide students with feedback throughout the programme to support their development   **MET** ☒   **NOT MET** ☐   R4.4 is met. Programme documentation confirms that students receive formative and summative feedback throughout the programme to support their development. This is both within the theory content and during the practice learning experience. The feedback is used towards the student's academic and clinical development through progression towards achievement of the FN:SPRN. The programme team tell us that RTP students often have different learning styles from undergraduate students and this is reflected in the design of the programme, particularly with regards to feedback. They tell us that their students find the early formative feedback task beneficial in helping them with their academic progression. Students receive ongoing formative feedback from practice assessors and practice supervisors that's recorded in the RTP nursing PAD. Students have scheduled intermediate, mid- and end-point reviews with practice assessors and academic assessors. The PAD also incorporates SUC feedback. The documentary evidence shows formative feedback supports the students' academic development. Students tell us that they receive ongoing and supportive feedback from placement teams and the programme team. 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 programme and RTP nursing PAD are mapped to the FN:SPRN. Students who are successful in academic and practice assessment will meet the required standards to be readmitted to the register.

The programme team tell us there are opportunities for the student to resubmit if required.

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

MET ☒   **NOT MET** ☐

R4.6 is met. Documentary evidence and the approval process confirm that students will meet communication and relationship management skills and procedures during the programme. Communication and relationship management skills form a core part of the RTP nursing PAD, which is designed to support achievement of these skills. Students tell us that there's flexibility within their practice learning placement to meet the required skills and proficiencies.

The programme team and PLPs tell us that students undertaking RTP have a variety of skills from previous experience. The programme team tell us that communication and relationship management skills can be practised through role play if the student identifies this as a learning need.

R4.7 assess students to confirm proficiency in preparation for being readmitted to, or remaining on, the register

MET ☒   **NOT MET** ☐

R4.7 is met. Programme documentation and the approval process provide assurance that the programme is designed to confirm proficiency in preparation for being readmitted to the register.

Documentary evidence shows that the programme and RTP nursing PAD are clearly mapped to the FN:SPRN.

Documentary evidence shows that the summative academic assessment is designed to ensure student proficiency in professional knowledge specific to the student's intended field of practice. It offers the student a negotiated format to provide flexibility for the students' preference of assessment task.

Documentary evidence and the approval process confirm that by the end of the programme, students will complete all academic and practice learning requirements.

Evidence provides assurance that the following requirement is met:
R4.8 ensure that relevant proficiencies are recorded in a record of achievement which confirms these proficiencies and skills have been met, and **YES** ☒   **NO** ☐

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

R4.9 confirm students' safe and effective practice and suitability to be readmitted to, or remain on, the register.

MET ☒   **NOT MET** ☐

R4.9 is met. The programme documentation and the approval process confirm that the programme assures students' safe and effective practice and suitability to be readmitted to the register. Completion of programme outcomes, relevant proficiencies and declaration of health and character contribute to this.

The programme team and PLPs tell us that they work collaboratively to ensure that RTP students are safe and competent, as well as confident to return to the register. PLPs tell us that TU's successful RTP students are safe and effective practitioners who they can employ.

The programme team tell us there's a process in place for failing and reassessing students who don't demonstrate safe and effective practice. The field specific academic assessors contribute to a tripartite meeting to support an action plan for students undertaking further practice assessment.

The university draws upon its existing robust mechanisms for the pre-registration nursing programme for RTP fitness to practise procedures. Procedures for raising and escalating concerns are in place.

Students tell us they know how to access information to escalate concerns about care and where to get support if required. One previous student who's now employed as a nurse registrant tells us the RTP programme prepared her for a safe and effective practice, to be able to successfully return to the register.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to supervision and assessment are met **YES** ☒   **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to supervision and assessment are met		
	YES ☒	**NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 28 June 2021		

Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**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 ☒	**NO** ☐	**N/A** ☐

R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and **YES** ☐   **NO** ☐   **N/A** ☒ TU aren't seeking approval for a RTP nursing associate route. R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register. **YES** ☒   **NO** ☐
Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met **YES** ☒   **NO** ☐

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐ **Date:** 28 June 2021

Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐ N/A

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Section four

Sources of evidence

The following documentation provided by the AEI/education institution was reviewed by the visitor(s):

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s)	☒	☐
Module descriptors ***Please specify route:*** Nursing / field of nursing	☒	☐
Midwifery	☐	☒
SCPHN	☐	☒
Nursing associate	☐	☒
Student facing documentation including programme handbook ***Please specify route:*** Nursing / field of nursing	☒	☐
Midwifery	☐	☒
SCPHN	☐	☒
Nursing associate	☐	☒
Practice assessment documentation (PAD) **Please indicate** which Standards of proficiency/competencies the PAD relates to: Nursing / field of nursing	☒	☐
Midwifery	☐	☒
SCPHN	☐	☒
Nursing associate	☐	☒

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

Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	☒	☐
If you stated no above, please provide the reason and mitigation: TU aren't seeking approval for a RTP midwifery, SCPHN or nursing associate route.		
List additional documentation: Bradford Teaching Hospitals NHS Foundation Trust, Care Quality Commission (CQC) inspection report, 9 April 2020 Butterwick Hospice Stockton, CQC quality report, 26 March 2020 St Mark's Care Home, CQC inspection report, 13 August 2020 Tees, Esk and Wear Valleys NHS Foundation Trust, CQC inspection report, 3 March 2020 Post visit documentation: Module specification UCPD return to professional practice, 3 August 2021 Course evaluation narrative UCPD return to professional practice, 3 August 2021 Course handbook UCPD return to professional practice, 30 July 2021 Mapping of NMC FN:SPRN (NMC, 2018) and RTP standards (NMC, 2019), 3 August 2021 Recognition of prior learning and mapping of NMC FN:SPRN (NMC, 2018), undated		
Additional comments: The CQC inspection for Butterwick Hospice Stockton resulted in an inadequate rating. The AEI confirm through this approval process that this PLP isn't currently used for student placement.		

During the event the visitor(s) met the following groups:

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐

NMC Nursing & Midwifery Council

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

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If yes, please identify cohort year/programme of study: 2020/21 RTP adult students x two 2020/21 RTP children's student x one 2019/20 RTP adult student x one		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If yes, state where visited/findings:		
If you stated no above, please provide the reason and mitigation: TU is an established AEI and visits to resources aren't required.		
Additional comments: None identified.		

Issue record			
Final Report			
Author(s):	Jo Lidster	Date:	4 July 2021
Checked by:	Ian Felstead-Watts	Date:	7 July 2021
Submitted by:	Aman Dhanda	Date:	16 August 2021
Approved by:	Emiko Hughes	Date:	16 August 2021