

Programme approval report

Section one

<p>Programme provider name:</p>	<p>Canterbury Christ Church University</p>
<p>In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i></p>	<p>Dartford and Gravesham NHS Trust East Kent Hospitals University NHS Foundation Trust Kent Community Health NHS Foundation Trust Kent and Medway NHS and Social Care Partnership Trust Maidstone and Tunbridge Wells NHS Trust Medway NHS Foundation Trust Medway Community Healthcare Community Interest Company NHS Kent and Medway Clinical Commissioning Group North East London NHS Foundation Trust Oxleas NHS Foundation Trust Private, voluntary and independent health care providers Education and social care providers</p>
<p>Programme reviewed:</p>	<p>Return to practice:</p> <p>Nursing: Adult <input type="checkbox"/> Mental health <input type="checkbox"/></p>

	Children's <input checked="" type="checkbox"/> Learning disabilities <input type="checkbox"/> Midwifery <input type="checkbox"/> Nursing Associate <input type="checkbox"/> SCPHN <input checked="" type="checkbox"/> Nursing/SCPHN <input type="checkbox"/> Midwifery/SCPHN <input type="checkbox"/>
Title of programme:	Return to Practice (Nursing)
Academic levels:	
RtP Nursing Adult	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
RtP Nursing Mental Health	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
RtP Nursing Children's	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11

RtP Nursing Learning Disabilities	<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 Midwifery	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
RtP Nursing Associate	<p>England only <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p>
RtP SCPHN	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" 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/SCPHN	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
RtP Midwifery/SCPHN	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Date of approval visit:	18 January 2021

<p>Programme start date: Return to practice:</p> <p>Nursing: Adult Mental health Children's Learning disabilities</p> <p>Midwifery</p> <p>Nursing Associate</p> <p>SCPHN</p> <p>Nursing/SCPHN</p> <p>Midwifery/SCPHN</p>	<table border="1"> <tr><td>14 September 2021</td></tr> <tr><td>14 September 2021</td></tr> <tr><td>14 September 2021</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td>14 September 2021</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>	14 September 2021	14 September 2021	14 September 2021				14 September 2021		
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<p>QA visitor(s):</p>	<p>Registrant Visitor: Dr Michelle Laing</p>									

Section two

Summary of review and findings

Canterbury Christ Church University (CCCU), faculty of medicine, health and wellbeing, in the school of nursing, midwifery and social work present for approval a return to practice (RtP) programme with the following routes; nursing in the fields of adult, child, and mental health nursing, and specialist community public health nursing (SCPHN). Programme documentation and the approval process confirms evidence of partnership working between CCCU and practice learning partners (PLPs).

The RtP programme is a 20-credit programme at academic levels six and seven. It enables returners to access a field of nursing from adult, child or mental health, and a SCPHN route is available for returners with a lapsed SCPHN registration. Programme documentation identifies that successful completion of an RtP nursing programme provides the opportunity for nurses to undertake the SCPHN route. The SCPHN route enables a bespoke programme to update SCPHN knowledge and skills for nurses with a current registration on the NMC register who have a lapsed registration from part three of the register. RtP SCPHN students must have a live Nursing and Midwifery Council (NMC) registration before undertaking the SCPHN route.

The proposed programme will be delivered twice a year from September 2021, with a planned cohort size of 30 students. PLPs and the programme team confirm that there's been considerable stakeholder engagement in the development of the programme. It's designed to align with the Standards for RtP programmes (SRtPP) (NMC, 2019), the Standards of proficiency for registered nurses (SPRN) (NMC, 2018) and the Standards of proficiency for SCPHN (SPSCPHN) (NMC, 2004).

Programme documentation confirms that there are effective working relationships between the CCCU and PLPs, service user and carers (SUCs) and students. The RtP partnership group is supported by PLPs, with practice experience being underpinned by the current pre-registration networks of practice assessors, practice supervisors, academic assessors and practice liaison lecturers.

A key feature of the programme development includes CCCU's contribution to the development of the all England RtP group (RtPG). Practice is assessed using the England RtP nursing practice assessment document (PAD). Students undertaking the SCPHN route have bespoke sessions within the programme to meet their

needs, and practice experience in the SCPHN field. They have a specific SCPHN PAD.

The programme is delivered on a part time basis comprising six taught days, six directed-study days and independent study equating to 200 theory hours. Students complete a minimum of 150 practice hours under the supervision of practice supervisors and are assessed by practice assessors in a practice learning environment educationally audited by CCCU in partnership with PLPs. Programme documentation confirms SCPHN returners will undertake a minimum of 200 practice learning hours. The programme is normally delivered over 15 weeks; if at interview it's determined that a student requires additional practice learning experience the programme can be extended up to 30 weeks.

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

Arrangements at programme level don't meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018). Arrangements at programme level meet the Standards for student supervision and assessment (SSSA) (NMC, 2018).

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

Updated 1 March 2021:

CCCU have provided evidence to meet the three joint NMC and university conditions. CCU confirm that the university condition is met.

The conditions are 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

<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: Provide an implementation plan for how feedback from students and SUCs will inform the ongoing and future developments of the programme. (SFNME R1.12, R4.9) (NMC and university condition)</p> <p>Selection, admission and progression:</p> <p>Condition two: Provide the individual learning plan that's developed at admission to support the bespoke experiences students require to meet the programme proficiencies in their relevant field/professional practice context. (SFNME R3.1; SRtPP R1.6) (NMC and university condition)</p> <p>Condition three: Provide programme documentation that evidences field specific content and learning outcomes; this must include a mapping tool to ensure students evidence how they meet programme proficiencies. (SFNME R5.1; SRtPP R2.7, R2.8) (NMC and university condition)</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition four: Conduct a thorough review of programme documentation in light of written advice provided by the panel. (University condition)</p>
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Date condition(s) to be met:	1 March 2021
Recommendations to enhance the programme delivery:	Recommendation one: Consider how students are further supported throughout the programme to develop technology enhanced skills. (SFNME R3.4; SRtPP R1.7) (NMC and university recommendation)
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>Additional and revised copies of the programme documentation provide evidence the conditions are met.</p> <p>An implementation plan details how feedback from students and SUCs will inform future and ongoing programme development. Condition one is met.</p> <p>An individualised learning plan details how the support and bespoke experiences students require to meet the programme proficiencies in their relevant field/professional practice context. Condition two is met.</p> <p>Revised module specifications and a mapping tool document evidence field specific content and learning outcomes that demonstrate how students evidence they meet programme proficiencies. Condition three is met.</p> <p>CCCU confirm the university condition is met.</p>	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	An amendment is made on page 24 to clarify the timetable structure.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>

Date condition(s) met:

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

Partnerships

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

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

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

Standard 1: The learning culture:

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

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC [Standards for student supervision and assessment](#)

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

[Standards for student supervision and assessment](#) (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Programme documentation confirms there's partnership working between CCCU and key stakeholders at strategic and operational levels. There's documentary evidence of strategic workforce meetings through an education partnership forum which includes representation from Health Education England, PLPs, local authorities and SUCs. The forum has oversight of co-production of curriculum, building capacity to support practice learning and the management of quality assurance of the educational audit of practice learning environments. There's documentary evidence of minutes of programme development meetings involving PLPs who confirm their contribution to the development and co-production of the programme.

PLPs confirm they have processes in place to manage educational audits and capacity across practice learning environments. PLPs tell us about the effectiveness of collaborative working to identify and prepare practice assessors and practice supervisors. PLPs tell us they're actively involved in the interviewing process; students confirm this.

Programme documentation confirms that there's student liaison and engagement through programme management groups. Students tell us that they engage in module evaluations and evaluation of practice. Students confirm that they're confident that concerns they raise are addressed. They tell us that they are clear about the process for raising concerns. This is clearly detailed in the programme handbook and on the CCCU practice learning website.

PLPs tell us that they meet and communicate regularly with the programme team to discuss student development and support. These partnership meetings include discussions around simulation opportunities for students to access within practice learning environments and expert support for teaching and learning within the programme. CCCU, in partnership with PLPs, have taken a lead in adopting the England RtP nursing PAD in support of adult, child and mental health routes. There's a specific SCPHN PAD. There's a clear partnership approach to the implementation of the SSSA including the preparation of practice assessors, practice supervisors and academic assessors.

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

The CCCU SUC strategy document demonstrates a commitment to the involvement of SUCs in curriculum development, recruitment and delivery of programmes. Programme documentation reports that consultation with SUCs and students has informed the programme development. Students and SUC representatives who attended the approval visit weren't able to confirm that they'd been involved in the development the programme. The SUC representative tells us they've had no direct involvement in the delivery of the programme. Students tell us that while they work with SUCs under the supervision of their practice assessor or practice supervisor in the practice learning environment, they're not aware of any direct SUC involvement in the delivery of the 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**

Students and SUCs weren't able to confirm any involvement in the development of the programme. SUCs tell us they've not been involved in the delivery of the programme. Students couldn't confirm how SUCs directly contribute to the delivery of the programme.

Condition one: Provide an implementation plan for how feedback from students and SUCs will inform the ongoing and future developments of the programme. (SFNME R1.12, R4.9) (NMC and university condition)

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:

Condition one: An implementation plan details how feedback from students and SUCs will inform future and ongoing programme development. Students will, for example, provide feedback at the mid-point and end of the programme. Students will be represented at student council meetings and feedback will inform programme developments. SUC feedback will continue to be required in the PAD and there will be a designated SUC review of this feedback. SUCs' involvement in programme planning meetings will inform ongoing programme development. An evaluation of feedback from students and SUCs will be considered as part of a

programme continuous improvement plan and presented for consideration at the CCCU board of study.

Condition one is met.

Evidence:

SUC and student engagement implementation plan, undated
Revised, programme specification, undated

Date condition(s) met: 1 March 2021

Revised outcome after condition(s) met: MET 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,

<p>professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully</p> <p>R1.5 ensure the person responsible for directing the educational programme or their designated substitute is able to provide supporting declarations of health and character for students who have completed a return to practice programme</p> <p>R1.6 consider students' prior learning and experience in relation to the standards of proficiency, programme outcomes, and the students intended scope of practice upon readmission, and</p> <p>R1.7 support students throughout the programme in updating their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes.</p> <p>Note: Education institutions and their practice learning partners may propose to transfer current students onto the new programme to meet the Standards for return to practice programmes. If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.</p>
<p>Proposed transfer of current students to the programme under review</p> <p>Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the Standards for return to practice programmes (NMC, 2019).</p>
<p>Proposed transfer of current students to the Standards for student supervision and assessment (NMC, 2018).</p> <p>Demonstrate a robust process to transfer current students onto the Standards for student supervision and assessment (NMC, 2018).</p>
<p>Findings against the standard and requirements</p>
<p>Evidence provides assurance that the following requirements are met:</p> <p>R1.1 confirm on entry to the programme that students are, or were, registered with the NMC</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>R1.2 confirm on entry to the programme that students:</p> <p>R1.2.1 demonstrate values in accordance with the Code</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>

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 not met. The programme team and students tell us that previous experience and practice hours are determined at the point of application through the development of an individual learning plan for each route. They tell us that the plan considers prior learning, practice hours and the type of bespoke experiences they will require for completion of the programme. There's no evidence of the process for using the individual plan in the programme documentation. (Condition two)

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

MET **NOT MET**

R1.7 is met. Documentary evidence demonstrates that numeracy, literacy, digital and technological literacy is sufficient to meet the programme outcomes. Programme documentation, the programme team and students confirm that numeracy skills are assessed on entry to the programme. CCCU offers support to students to develop numeracy and literacy skills that include a formative assessment providing feedback to students on their academic writing skills. Online numeracy resources including medicines calculation assessments are accessible to students and support digital learning. PLPs confirm that there are well-developed structures enabling students to be orientated to and updated on the digital platforms used in their fields of practice.

The learning and teaching strategy promotes inclusive teaching and learning experiences for students through the use of blended learning. Teaching is delivered through a combination of lectures, seminars and problem-based learning using virtual and face-to-face teaching. Students tell us that they access learning and support through the virtual learning environment (VLE) Blackboard. Students are complimentary about the learning resources available to support calculations and simulation. Some students tell us that they've found using the digital technology challenging and would appreciate further support. The programme team should consider how students can be supported to further develop and enhance their information technology (IT) skills. (Recommendation one)

CCCU work with PLPs to ensure any required reasonable adjustments are in place. Learning and teaching approaches support students to meet the programme requirements for their intended area and field of practice.

Proposed transfer of current students to the programme under review

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

The programme team confirm there are no students undertaking the current programme who will require transfer to the new programme. Current students will complete before the proposed programme commences.

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

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

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

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met

YES **NO**

There's no evidence of the individual plan used at admission to support student access to bespoke field/professional practice learning opportunities. (Condition two)

Outcome

Is the standard met?

MET **NOT MET**

There's no evidence of the individual plan used at admission to support student access to bespoke field/professional practice learning opportunities.

Condition two: Provide the individual learning plan that's developed at admission to support the bespoke experiences students require to meet the programme

proficiencies in their relevant field/professional practice context. (SFNME R3.1; SRtPP R1.6)

Date: 18 January 2021

Post event review

Identify how the condition(s) is met

Condition two: An individualised learning plan is undertaken at admission to the programme. The plan identifies how students are supported to ensure that they have access to the bespoke learning opportunities required to meet the programme proficiencies in their relevant field/professional practice context. The plan includes a review at mid-point in the programme undertaken by personal academic tutors (PATs) and students.

Condition two is met.

Evidence:

Individual learning plan, undated

Revised, programme specification, undated

Date condition(s) met: 1 March 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

R2.2 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

A midwifery route is not presented for approval.

Specialist community and public health nurses (SCPHNs)

Yes No N/A

Nursing associates

Yes No N/A

A nursing associate route is not presented for approval.

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

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

MET **NOT MET**

R2.4 is met. Documentary evidence and the approval visit confirms that the programme design and delivery supports students to effectively return to their intended area of practice. Programme documents are mapped to the SPRN and the SPSCPHN. Programme documentation, the programme plan, the programme team and students confirm that the programme combines theory with practice. The programme is delivered by the programme team via face-to-face classroom learning combined with simulation and self-directed learning which totals 200 hours to over a 15-week period, with the potential to extend. The programme team and PLPs tell us that students can take up to 30 weeks to complete the programme depending on individual need. Placement allocations are negotiated between PLPs and the programme team to ensure students can achieve the required practice proficiencies for their intended route. The England RtP nursing PAD and the SCPHN PAD provide students with opportunities to develop, capture and demonstrate achievement of the practice proficiencies. The programme team and PLPs tell us that the programme enables both students and PLPs to further invest in student continued professional development and progression whilst also ensuring they meet the NMC proficiencies for all fields at the required academic level.

Evidence provides assurance that the following requirements are met:

R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

YES NO N/A

The programme is delivered in England.

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

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

Yes No N/A

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

Yes No N/A

A midwifery route is not presented for approval.

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

Yes No N/A

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

Yes No N/A

A nursing associate route is not presented for approval.

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

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

MET NOT MET N/A

R2.7 is not met. Documentary evidence and the approval visit confirm the programme is designed to support the development of the general content necessary for nurses to return to, or remain on, the register. Programme

documents don't for example detail specific reading lists for each field of practice and public health areas. Indicative simulation opportunities and online resources supporting students from field/professional areas aren't clearly detailed in the programme documentation. (Condition three)

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 not met (nursing). Documentary evidence and the approval visit confirms that the programme is designed to support the general content necessary for nurses to return to, or remain on, the register. Students are allocated to academic assessors and PATs with due regard to their field of practice. Students confirm that they have relevant practice experiences for their field of practice. The programme team tell us that students can achieve some of their practice hours visiting other areas to support their learning or through simulation opportunities. This includes opportunities for students to learn the skills and proficiencies in annexe A and annexe B of the SPRN.

Students are given online learning opportunities through the VLE. This includes numeracy, anatomy and physiology, literacy and access to clinicalskills.net to further support the development of clinical skills. The programme has six core inter-disciplinary days, with extra days for simulation-based learning for nursing in addition to field relevant PLP induction. Students are supported to learn numeracy, literacy (including IT skills), clinical proficiencies, legal and ethical issues including safeguarding, risk management and leadership. The programme team confirm interprofessional learning opportunities are achieved in the classroom through problem-based learning activities in addition to learning in the practice learning environment. Programme documents don't detail for example specific reading lists for each field of practice and public health areas. Field specific content, including indicative simulation opportunities and online resources, and how they're mapped to evidence how nursing students meet the programme proficiencies isn't clear in the programme documentation. (Condition three)

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

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

A midwifery route is not presented for approval.

Specialist community and public health nurses (SCPHNs)

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

R2.8 is not met (SCPHN). Documentary evidence and the approval visit confirms that the programme is designed to support the general content necessary for nurses to return to, or remain on, the register and enable reactivation of a specialist public health registration. Students are supported by academic assessors and a PAT with SCPHN due regard. Students confirm they undertake relevant SCPHN practice experience. The programme team tell us that students can achieve some of their practice hours visiting other areas to support their learning and through simulation opportunities. Students demonstrate progression towards and achievement of the SPSCPHN in the SCPHN PAD.

Students tell us they have online learning opportunities through the VLE. This includes numeracy, anatomy and physiology, literacy and clinicalskills.net. The programme has six core inter-disciplinary days, with extra days for simulation-based learning and relevant SCPHN PLP induction. SCPHN students are supported to learn medicine management, infection control, accountability, health inequalities, social determinants of health, searching and appraising evidence, leading person-centred care and team working, practice supervision, quality and risk. The programme team confirm that interprofessional learning opportunities are achieved in the classroom through problem-based learning activities in addition to learning in the practice learning environment. SCPHN specific content, including indicative simulation opportunities and online resources, and how they're mapped to evidence how SCPHN students meet the programme proficiencies isn't clear in the programme documentation. (Condition three)

Nursing associates

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

A nursing associate route is not presented for approval.

R2.9 ensure that specific content such as: safeguarding, consent, pharmacology and medicines administration and optimisation is included for the student to be readmitted to, or remain on, the register

MET **NOT MET**

R2.9 is met. Documentary evidence and the approval visit demonstrate how mental capacity, consent, safeguarding, IT skills, inter-professional learning and

medicines optimisation are included in the programme. Students, the programme team and PLPs tell us that module content and practice learning environments provide students with the opportunity to develop the knowledge and skills required to be readmitted to, or to remain on, the register. Students tell us that that these aspects are also supported through classroom-based PowerPoint presentations and online learning materials and reinforced in practice by practice assessors and practice supervisors.

Students tell us that the module guide identifies learning resources that support, develop and consolidate their learning. The England RtP nursing PAD and SCPHN PAD ensure that students have the opportunity to demonstrate proficiencies relevant to their field of nursing and specialist public health area. Programme documentation shows specific taught theory content to update students on mental capacity, consent, safeguarding, IT skills, inter-professional learning and medicines optimisation. Students describe a positive approach to access and support from the programme team and PLPs who prepare them effectively within their field specific area of practice.

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

MET **NOT MET**

R2.10 is met. Learning and teaching strategies are used effectively and proportionately to support learning and assessment. Documentary evidence and the approval visit indicate that a variety of learning strategies are used within the programme including clinical skills simulation, online learning activity through the VLE as well as classroom and practice learning activities. The programme is designed around a delivery model that prepares students for practice learning placements and supports ongoing engagement, learning and transfer of knowledge when practice placement learning is underway. Students confirm that distance learning resources are accessible remotely. The timetable shows that students have six taught and six directed study days over a 12-week period, plus a local PLP induction. Practice learning placements are undertaken alongside the taught element of the programme.

Students learn through online activities, lectures, problem-based learning and group work. Students tell us that the programme team are accessible and supportive. They confirm that the programme content prepares them effectively to return to practice. The programme documentation and programme team confirm that there's effective and proportionate learning and assessment in the programme

with formative assessment elements in both theory and practice. Practice assessment is recorded in the England RtP nursing PAD and the SCPHN PAD.

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 structure demonstrates that it's an appropriate length to support programme outcomes. The programme length of 15 weeks can be extended to 30 weeks for those students who require more time to meet the proficiencies in practice. Students undertake a minimum of 150 hours supernumerary practice placement in order to achieve the practice-based requirements for the programme. Individual required practice hours are determined at the start of the programme by the programme team and can be extended up to 300 hours. The programme length is designed to allow all programme outcomes and proficiencies to be achieved.

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

YES **NO**

Field specific content and how it's mapped to evidence how nursing and SCPHN students meet the programme proficiencies isn't clearly detailed in the programme documentation. (Condition three)

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**

Field specific content and how it's mapped to evidence how nursing and SCPHN students meet the programme proficiencies isn't clearly detailed in the programme documentation. (Condition three)

Condition three: Provide programme documentation that evidences field specific content and learning outcomes, this must include a mapping tool to ensure students evidence how they meet programme proficiencies. (SFNME R5.1; SRtPP R2.7, R2.8)

Date: 18 January 2021	
Post event review	
Identify how the condition(s) is met:	
<p>Condition three: Revised module descriptors detail field specific content, reading lists and learning outcomes. The modules are mapped to the programme proficiencies.</p> <p>Condition three is met.</p> <p>Evidence: Revised, module descriptor, SCPHN, undated Revised, module descriptor, mental health nursing, undated Revised, module descriptor, child nursing, undated Revised, module descriptor, adult nursing, undated Revised, mapping document, updated</p>	
Date condition(s): 1 March 2021	
Revised outcome after condition(s) met:	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>

Standard 3: Practice learning
Approved education institutions, together with practice learning partners, must:
<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> <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</p> <p>R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment</p> <p>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</p> <p>R3.6 ensure that students are supernumerary.</p>

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. Programme documentary evidence and discussion at the approval visit with students and PLPs confirm that practice learning opportunities are provided which enable students to deliver safe and effective care for them to return to the register in their intended area of practice. PLPs and the programme team confirm that they work in partnership to provide learning opportunities that are sufficient to deliver safe and effective care. PLPs tell us that the programme meets their workforce development requirements. There are processes in place to educationally audit practice learning environments with joint responsibility for approving and suspending practice learning areas if required. This can be for reasons of capacity, public safety and protection. Students confirm that they complete practice evaluations.

There's evidence of appropriate shared governance and monitoring of the programme. There's a robust approach to information sharing with PLPs in terms of safeguarding and fitness to practise for students. Student and practice assessor and practice supervisor facing documents detail the processes for fitness to practise and for escalating concerns. PLPs confirm a commitment to implementing the SSSA to deliver safe and effective care, including preparing practice assessors and practice supervisors to support learning and assessment in practice.

Students tell us they know how to escalate any concerns about care and where to get support to do this. They can report any issues or concerns to the academic team or PATs who will liaise with PLPs on a one-to-one basis to provide support to students, practice assessors and practice supervisors as required. If needed students can be removed from a practice learning environment and the programme director and relevant practice placement facilitators (PPFs) will assist in finding alternative placements.

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. Programme documentation provides evidence of how practice learning opportunities support students to develop and meet communication and relationship management skills and procedures within the context of their field of practice. These skills are mapped and recorded in the England RtP nursing PAD and the SCPHN PAD. Students tell us that they're assigned to a practice assessor and practice supervisor who support and assess them in their allocated practice placement area. They confirm that they work with SUCs to implement care under supervision and develop the appropriate communication and relationship management skills for their intended area of practice. Students confirm that this includes developing leadership, delegation, co-ordinating and managing care skills for a group of SUCs. They tell us that this is recorded in the respective PADs. Students tell us that they feel they develop confidence as they progress through the programme.

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. Programme documentation and discussion at the approval visit provides evidence of how practice learning opportunities support students to develop the skills and knowledge to meet the holistic needs of people within their intended area of practice. Documentary evidence demonstrates that practice assessors, practice supervisors and academic assessors work with students to plan how their practice learning experience will meet proficiencies. Students confirm that there are sufficient practice learning environments for each programme route who provide a range of settings that enable them to meet the holistic needs of people. Practice placements are allocated collaboratively between the CCCU placement team and PLPs. The programme team and PLPs tell us that practice placements are selected to meet students' needs. The CCCU placement team track student placements and capacity. PLPs maintain a record of current practice assessors and practice supervisors. Practice assessors are allocated to students by the programme team in consultation with PLPs. Students record practice experiences and learning including feedback from SUCs and practice staff, including for example allied health professionals, in their respective PADs.

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 discussion at the approval visit confirm that technology enhanced, and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. Simulated learning opportunities are identified in the programme documentation. Students tell us that they also undertake simulated learning in the practice placement as part of practice induction. Students develop their technology skills by using technology enhanced equipment including, recording patient observations, medicine management and communication systems for patient records. Students can access individual organisational policies and procedures electronically.

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

MET **NOT MET**

R3.5 is met. There's documentary evidence that CCCU and PLPs have policies and processes in place to take account of individual student need, personal circumstances and reasonable adjustments. Students tell us that there's flexibility when allocating practice learning areas. Student-facing documentation signposts students to policies and resources for reasonable adjustments. Students tell us that they're supported by CCCU and practice placement teams for a wide range of needs.

Evidence provides assurance that the following requirements are met:

R3.6 ensure that students are supernumerary.

Yes **No**

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

YES **NO**

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to practice learning are met

YES **NO**

Outcome

Is the standard met?

MET **NOT MET**

Date: 18 January 2021

Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s):	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 4: Supervision and assessment
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education</p> <p>R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment</p> <p>R4.3 ensure they inform the NMC of the name of the person responsible for directing the education programme</p> <p>R4.4 provide students with feedback throughout the programme to support their development</p> <p>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</p> <p>R4.6 ensure that students meet communication and relationship management skills and procedures</p> <p>R4.7 assess students to confirm proficiency in preparation for being readmitted to, or remaining on, the register</p> <p>R4.8 ensure that relevant proficiencies are recorded in a record of achievement which confirms these proficiencies and skills have been met, and</p> <p>R4.9 confirm students' safe and effective practice and suitability to be readmitted to, or remain on, the register.</p>
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. Documentation and the approval visit demonstrate that support, supervision and assessment comply with the SFNME. There are agreed policies and processes co-designed to ensure there's sufficient support, supervision, learning and assessment to enable students to meet required learning outcomes and proficiencies. Students and PLPs tell us that support and supervision is provided at all times within the practice learning environment. Students tell us that they're supported and supervised in their learning environments. Students understand the scope of their practice, adhere to the Code (NMC, 2018) and understand they must obtain consent from SUCs to be able to care for them. The programme documentation confirms that an external examiner is appointed for the programme.

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC [Standards for student supervision and assessment](#)

MET **NOT MET**

R4.2 is met. Documentation and the approval visit provide assurance that support, supervision, learning and assessment for RtP students complies with the SSSA.

The England RtP nursing PAD and SCPHN PAD contain information about the roles of practice assessors and practice supervisors. There's agreed preparation for practice learning staff for their roles as practice supervisors and registered nurses as practice assessors. Preparation includes specific reference to RtP students and their learning needs. Support for practice assessors and practice supervisors is provided by PPFs, the programme director and the SCPHN programme lead. PLPs maintain a database as a live record of practice assessors and practice supervisors. CCCU and PLPs provide a programme of update sessions for registered nurses to be practice assessors and practice supervisors. Academic assessors confirm that this role is considered in their workload and documentation supports this. The England RtP nursing PAD and SCPHN PAD provide a structure of the process and frequency of meetings between students, practice assessors and academic assessors in confirming progression with summative assessment taking place at a final tripartite meeting.

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. Documentation and the approval visit confirm that students are provided with feedback in a timely manner throughout the programme on formative and summative theory-based activities and assessments. Students have a field specific PAT and an academic assessor for the duration of the programme. The programme structure acknowledges that RtP students can have different learning needs from pre-registration nursing students. This is reflected in the support students are offered and receive through flexible, online and distance learning approaches. There's a formative profession specific academic assessment (a written reflective account) and formative practice point where students receive feedback on their progress, communication skills as well as academic attainment. Practice assessment is structured around tripartite initial, mid-point and final interviews with feedback provided by practice assessors and practice supervisors. Practice supervisors contribute to student feedback and do this through the England RtP nursing PAD and the SCPHN PAD.

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 England RtP nursing PAD and the SCPHN PAD record student achievement of the required proficiencies. All programme, module and practice learning outcomes and proficiencies must be successfully achieved by students for completion of the programme. This is confirmed by the programme team, students and PLPs at the approval visit. Programme outcomes are assessed through formative and summative assessments. PLPs and students tell us that the programme prepares them for readmission to, or remaining on, the register. The student handbook makes clear the arrangements for non-achievement and

reassessment and retrieval of learning. Programme documentation and the programme team confirm that all assessments are managed through the external examiner and university assessment board processes to confirm outcomes. The PADs incorporate SUC feedback processes and include self-assessment opportunities for students.

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

MET **NOT MET**

R4.6 is met. CCCU, in partnership with PLPs, have a robust process to ensure students develop and meet the communication and relationship skills and procedures required for effective practice. Students tell us about the communication and relationship management skills that they're required they demonstrate in their field specific practice setting. The programme team and PLPs tell us about the importance of supporting students to develop and demonstrate effective communication and relationship management skills for practice. The programme team and PLPs confirm there's sufficient capacity in practice placements, and that there's practice learning staff with experience of supporting RtP students to ensure they meet communication and relationship management skills and procedures.

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

MET **NOT MET**

R4.7 is met. CCCU, in partnership with PLPs, have robust assessment processes in place to assess student proficiencies in preparation for being readmitted to, or to remain on, the NMC register. Programme documentation confirms appropriate assessment methods and CCCU regulations assure the validity of assessment methods used in both theory and practice settings. There are processes in place to help practice learning staff support students in practice. Academic assessors meet with students and practice assessors towards the end of the programme to confirm achievement of proficiencies in practice. All students tell us that the programme prepares them for readmission to, or remaining on, the register.

Evidence provides assurance that the following requirement is met:

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

YES **NO**

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

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

MET **NOT MET**

R4.9 is met. Documentary evidence and discussion at the approval visit confirms that CCCU work in partnership with PLPs to ensure students develop and deliver the skills and knowledge for safe and effective practice. Students tell us that practice-based learning opportunities enable them to deliver safe and effective care. Documentary evidence and discussion at the approval visit provides assurance that students are prepared to deliver safe and effective practice and are suitable to be readmitted to, or remain on, the register. Practice learning provides suitable experiences for students to learn and practice skills and procedures to meet the SPRN, the SPSCPHN and the SRtPP. These are assessed and recorded in the England RtP nursing PAD and the SCPHN PAD. PLPs tell us that they're confident that students completing the RtP programme are suitably prepared to be readmitted to, or to remain on, the register. PLPs are confident the programme prepares students to be safe and effective practitioners.

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: 18 January 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 5: Qualification or credits to be awarded and information on NMC registration	
Approved education institutions, together with practice learning partners, must:	
<p>R5.1 ensure that the minimum credits/award for a return to practice programme for nurses and midwives is at bachelor's degree level</p> <p>R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and</p> <p>R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register.</p>	
Findings against the standards and requirements	
Evidence provides assurance that the following requirements are met:	
R5.1 ensure that the minimum credits/award for a return to practice programme for nurses and midwives is at bachelor's degree level	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register.	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome	

Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 18 January 2021	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors		
Nursing / field of nursing – adult, mental health, children’s	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student facing documentation including programme handbook		
Nursing / field of nursing – adult, mental health, children’s	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation (PAD) Please indicate which Standards of proficiency/competencies the PAD relates to:		
Nursing / field of nursing – adult, mental health, children’s	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Practice placement handbook: Nursing / field of nursing – adult, mental health, children’s	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PAD linked to competence outcomes, and mapped against Standards for return to practice programmes (NMC, 2019) for each route: Nursing / field of nursing – adult, mental health, children’s	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the Standards for return to practice programmes (NMC, 2019) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme lead: Nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: RtP midwifery and RtP nursing associate are not presented for approval.		
List additional documentation: Post visit documentation: Approval panel report, undated Programme outcomes, confirming university conditions met, undated Individual learning plan, undated Revised, programme specification, undated SUC and student engagement implementation plan, undated Revised, module descriptor, SCPHN, undated Revised, module descriptor, mental health nursing, undated Revised, module descriptor, child nursing, undated Revised, module descriptor, adult nursing, undated Revised, mapping document, updated Revised, practice learning handbook, undated IT development and support plan, undated Revised, programme handbook, level seven, undated Revised, programme handbook, level six, undated		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Adult student, 2020/2021 x one Child student, 2020/2021 x one Mental Health, 2020/2021 x one SCPHN student, completed 2020 x one		

Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

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

Mott MacDonald Group Disclaimer

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

Issue record

Final Report

Author(s):	Michelle Laing	Date:	28 January 2021
Checked by:	Bernadette Martin	Date:	5 February 2021

Submitted by:	Amy Young	Date:	18 March 2021
Approved by:	Leeann Greer	Date:	19 March 2021