Programme approval report

Section one

Programme provider name:	Coventry University
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Birmingham Women's and Children's NHS Foundation Trust George Eliot Hospital NHS Trust Guys' and St Thomas' NHS Foundation Trust University Hospitals Coventry and Warwickshire NHS Trust NHS Scarborough and Ryedale Clinical Commissioning Group (CCG) The Royal Wolverhampton NHS Trust University Hospitals Birmingham NHS Foundation Trust University Hospitals of Leicester NHS Trust West London NHS Trust York Teaching Hospital NHS Foundation Trust Northamptonshire Healthcare NHS Foundation Trust Humber Teaching NHS Foundation Trust Nottinghamshire Healthcare NHS Foundation Trust South Warwickshire NHS Foundation Trust

	Tees Esk and Wear Valleys NHS Foundation Trust
	North East London NHS Foundation Trust
	Coventry and Warwickshire Partnership NHS Trust
	Private voluntary and independent health care providers
Programme reviewed:	**Return to practice:** **Nursing:** Adult ☒ Mental health ☒ Children's ☒ Learning disabilities ☒ **Midwifery** ☒ **Nursing Associate** ☐ **Nursing/SCPHN** ☐ **Midwifery/SCPHN** ☐
Title of programme:	Return to Practice Nursing Return to Practice Midwifery

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 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:	1 December 2020
Programme start date: **Return to practice:** **Nursing:** Adult Mental health Children's Learning disabilities **Midwifery** **Nursing Associate** **Nursing/SCPHN** **Midwifery/SCPHN**	 1 May 2021 1 May 2021 1 May 2021 1 May 2021 1 May 2021
QA visitor(s):	Registrant Visitor: Frances Galloway Registrant Visitor: Pepsi Takawira

Summary of review and findings
Coventry University (the university), an approved education institution (AEI), faculty of health and life sciences present programme documentation for approval of a return to practice (RtP) nursing programme in the fields of adult, mental health, learning disabilities and children's nursing and a RtP midwifery programme. The programme design makes clear that the RtP programme enables students to return to their respective fields in nursing and/or to midwifery practice. The programme has one part-time module of 20 credits at level six with associated practice placements. The proposed RtP programme will be offered at three campuses; Coventry, Scarborough and the university campus in London.

The approval visit was undertaken at a distance due to COVID-19.

The programme is proposed for delivery from 1 May 2021.

The Future nurse: Standards of proficiency for registered nurses (SPRN) (Nursing and Midwifery Council (NMC), 2018), Future midwife: Standards of proficiency for registered midwives (SPRM) (NMC, 2019) and Standards for RtP programmes (SRtPP) (NMC, 2019) are clearly addressed within the programme.

The approval process demonstrates robust and effective partnership working with practice learning partners (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. These are further supported by PLPs and service users and carers (SUCs). There's evidence that PLPs and SUCs contribute to selection and admission processes.

The minimum practice hours for completion of the programme are 150 which may be adjusted based on student need to a maximum of 450 hours. The faculty are adopting the England RtP nursing practice assessment document (PAD) and related mapping and guidance. This PAD has been developed by the west Midlands RtP group in collaboration with PLPs, academic staff, RtP students and SUCs across England. The faculty is also adopting the RtP midwifery ongoing record of achievement (MORA) which has been developed by the midwifery practice assessment collaboration (MPAC). The AEI implemented the Standards for student supervision and assessment (SSSA) (NMC, 2018) across all NMC

programmes from September 2019 and there's evidence of a robust process for preparing practice supervisors, practice assessors and academic assessors to be fully conversant in their roles and responsibilities.

Issues raised in Care Quality Commission (CQC) quality reports necessitating actions by the university and associated PLPs to assure the quality of student practice learning placements are addressed. In all cases there are action plans developed in collaboration with PLPs to mitigate risks to student learning.

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

The SSSA is met at programme level.

The programme is recommended to the NMC for approval subject to two conditions. There are two NMC recommendations.

Updated 21 January 2021:

The programme team has provided documentation to meet the NMC conditions. Conditions one and two 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:** Condition one: The programme team must provide an implementation plan which demonstrates how SUCs will be involved in the delivery, assessment and evaluation of the programme. (SFNME R1.12) **Selection, admission, and progression:**

	Condition two: The programme team must provide evidence to demonstrate how capability for numeracy, digital and technological literacy to meet programme outcomes is determined for prospective students. (SRtPP R1.2.3, R1.2.6)
	Practice learning:
	None identified.
	Assessment, fitness for practice and award:
	None identified.
	Education governance: management and quality assurance:
	None identified.
Date condition(s) to be met:	15 January 2021
Recommendations to enhance the programme delivery:	Recommendation one: Update the student handbook to reflect how the student voice will be heard within the AEI structures and processes. (SFNME R3.18) Recommendation two: Ensure all references to NMC standards are contemporaneous within programme documents and that all citations are correct. (SFNME R2.12; SRtPP R4.1)
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:

The programme team provide an implementation plan that gives assurance of how SUCs will be involved in the delivery, assessment and evaluation of the programme. Condition one is now met.

The programme team provide evidence which demonstrates how capability for numeracy, digital and technological literacy to meet programme outcomes will be determined for prospective students. Condition two 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:	21 January 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)

NMC Programme standards
[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 under representation
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 <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.

SUCs tell us of their involvement with the university and their experience in supporting recruitment, lectures, participation in assessments and discussing real life scenarios. The university has an identified lead for SUCs who coordinates their involvement across all programmes in the faculty. SUCs tell us they were involved in the design and development of the new RtP programme. SUCs tell us that they feel valued in their role by the programme team and students.

While it's evident that processes are in place for utilising SUCs in some aspects of the RtP programme, such as interviews, there's limited evidence of strategic and operational SUC involvement with programme delivery and assessment. At the approval visit we found SUC involvement in the programme to be inconsistent in relation to programme management and delivery, teaching, learning and assessment. The programme team tell us about the intention to involve SUCs in the RtP programme, but there's no evidence to confirm these plans at programme level. The SUCs were unable to identify specific involvement with an RtP programme and the programme documentation needs to clarify how SUCs are specifically utilised throughout the programme. The programme team must provide

a programme level plan to demonstrate sustainable and meaningful SUC involvement across all parts of the programme. (Condition one)

Students tell us that they provide feedback to the programme team via module and placement evaluations. Students feel that their voice is heard and their feedback effects change in all parts of the programme. They tell us how programme evaluations have been used to inform the current module. PLPs confirm that mechanisms are in place for timely feedback in relation to student practice learning experiences. However, the student handbook doesn't fully identify how the student voice will be heard within the AEI structures and processes. (Recommendation one)

PLPs tell us of their engagement with RtP module content and design. PLPs describe the process of practice learning, support and assessment for RtP students and mechanisms for escalating concerns. PLPs tell us of robust communication processes with the university and opportunities to meet with link lecturers and academic assessors.

At the approval visit PLPs confirm that they've a robust partnership with the AEI. Partnership meetings at strategic and operational levels evidence that stakeholders are listened to and their views included in programme development. Practice placement agreements between the AEI and PLPs confirm processes to ensure shared clinical governance arrangements. PLPs tell us that the communication process between the AEI and PLPs is highly effective. PLPs confirm they undertake joint recruitment and selection of students for the programme. They've involvement in programme delivery and assessment. PLPs confirm that there's sufficient placement capacity to support RtP student numbers. There are sufficient appropriately qualified practice assessors, practice supervisors and academic assessors to provide support.

We found effective governance systems are in place to ensure compliance with legal, regulatory, education and professional requirements.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: *Standards framework for nursing and midwifery education*

MET ☐ **NOT MET** ☒

The programme documentation indicates that the programme has been developed with engagement and collaboration from students, SUCs and PLPs. While it's evident that processes are in place for utilising SUCs in some aspects of

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programme operation there's no evidence of how SUCs are involved in programme delivery and assessment.

Condition one: The programme team must provide an implementation plan which demonstrates how SUCs will be involved in the delivery, assessment and evaluation of the programme. (SFNME R1.12)

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: The programme team submitted documentary evidence that provides assurance of how SUCs will be involved in the delivery, assessment and evaluation of the programme. Condition one is met. Evidence: SUC engagement: RtP course, January 2021
Date condition(s) met: 21 January 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, 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** ☒

R1.2.3 is not met for all programme routes. Programme documentation doesn't provide assurance that there are processes in place to evidence how capability for numeracy skills to meet programme outcomes is determined for prospective students. The programme team tell us there's no set mechanisms for assessing prospective students' numeracy skills. (Condition two)

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** ☒

R1.2.6 is not met for all programme routes. Programme documentation doesn't provide assurance that there are processes in place to evidence how capability for digital and technological literacy to meet programme outcomes is determined for prospective students. The programme team tell us there's no set mechanisms for assessing prospective students' technological literacy skills. (Condition two)

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 met for all programme routes. Programme documentation indicates that the RtP programme is flexible to accommodate mixed cohorts of returning nurses and midwives with a range of learning needs and prior experience as registered professionals. The programme is part-time, normally one year in duration (a total of 52 weeks). Consideration is given to the student's prior experience, length of time lapsed from the NMC register and any activities that they've undertaken during the lapsed period to keep updated. The length of the programme and in particular the number of hours in clinical practice depends on the needs of each individual.

Students tell us that they're supported prior to commencing the programme to identify their specific practice learning needs and required practice learning time is determined in relation to their prior experience and time elapsed since being in

practice. Students are confident that the practice time allocated enables them to complete the required proficiencies.

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

MET ☒   **NOT MET** ☐

R1.7 is met for all programme routes. Programme documentation and the approval process provide assurance that there are robust processes to support students to develop numeracy, literacy, digital and technological literacy sufficient to meet programme outcomes. All students have access to shared learning opportunities and online resources for study skills and numeracy throughout the programme. Additional support is available from sigma (the name of the university maths and statistics support centre) for numeracy and the centre for academic writing for academic skills. Students are required to maintain a personal development plan to enhance their self-awareness and areas for further support and development.

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 AEI isn't planning to transfer any current nursing or midwifery students to the new RtP programme.
Proposed transfer of current students to the _Standards for student supervision and assessment (SSSA)_ (NMC, 2018).
From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment. Students on all NMC programmes at the AEI transferred to the SSSA from September 2019.
Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to selection, admission and progression are met **YES**   ☒   **NO** ☐

Outcome
Is the standard met? MET ☐ NOT MET ☒
There are no set mechanisms for assessing prospective students' technological literacy and numeracy skills.

Condition two: The programme team must provide evidence to demonstrate how capability for numeracy, digital and technological literacy to meet programme outcomes is determined for prospective students. (SRtPP R1.2.3, R1.2.6)

Date: 1 December 2020 |
| **Post event review** |
| **Identify how the condition(s) is met.**

Condition two: Documentation submitted by the programme team provides assurance that there are mechanisms in place to assess whether prospective students have the capability for numeracy, digital and technological literacy to meet programme outcomes.

Condition two is now met.

Evidence:
RtP assessment for numeracy, digital and technological literacy, January 2021 |
| **Date condition(s) met:** 21 January 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 ☐

Specialist community and public health nurses (SCPHNs)

Yes ☐   No ☐   N/A ☒

The programme isn't designed for students to be readmitted to, or remain on, the register as SCPHNs.

Nursing associates

Yes ☐   No ☐   N/A ☒

The programme isn't designed for students to be readmitted to, or remain on, the register as nursing associates.

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

MET ☒   **NOT MET** ☐

R2.4 is met for all programme routes. The programme documentation and the programme team confirm that the programme supports students learning in their attended area of practice. Generic aspects of the programme are delivered face-to-face with case studies utilised to cover nursing or midwifery specific elements.

Practice learning takes place in the student's specific intended area of practice. The university is adopting the England PAD for RtP nursing which is mapped against the SPRN and the SRtPP. They're also adopting the RtP MORA which has been developed by the MPAC. PLPs confirm that practice placements are selected which enable students to achieve their learning outcomes and are supported and assessed by practice supervisors and practice assessors in accordance with the SSSA.

Evidence provides assurance that the following requirements are met:

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

YES ☐   **NO** ☐   **N/A** ☒

The programme isn't delivered in Wales.

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

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

Yes ☒   **No** ☐   **N/A** ☐

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

Yes ☒   **No** ☐   **N/A** ☐

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** ☒

The programme isn't designed for students to be readmitted to, or remain on, the register as SCPHNs.

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

Yes ☐   **No** ☐   **N/A** ☒

The programme isn't designed for students to be readmitted to, or remain on, the register as nursing associates.

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** ☐

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R2.7 is met. Documentation and evidence from the approval visit confirm that the module learning outcomes are mapped against the SRtPP. The taught theoretical component of the programme is generic across midwifery and all fields of nursing with students' specific professional knowledge being built upon using case studies. The programme team describe a range of learning and teaching strategies including simulation-based learning for skills.

The RtP nursing PAD will support student assessment of the SPRN for their intended area of practice. Episodes of care assessed by the practice assessor will provide opportunities for students to demonstrate the SPRN and knowledge to provide care for service users 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

MET ☒   **NOT MET** ☐   **N/A** ☐

R2.8 is met. The documents provided for the programme and modules demonstrate the general and professional content enabling students to meet the relevant standards of proficiency to return to the register as a registered nurse. The programme team tell us of the working relationships between the academic team, practice supervisors and practice assessors appropriate to support the student to achieve the SPRN and programme outcomes in the relevant field of nursing practice. The RtP nursing PAD will support student assessment of proficiency for their field and intended area of practice. The AEI leadership team 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** ☐

R2.8 is met. Programme documentation and discussions at the approval visit confirm the SPRM are met and programme outcomes align to the domains. The AEI has identified the use of the RtP MORA to record practice outcomes and assessment. The AEI leadership team confirm that there are adequate resources to support the programme.

Specialist community and public health nurses (SCPHNs)

MET ☐   **NOT MET** ☐   **N/A** ☒

The programme isn't designed for students to be readmitted to, or remain on, the register as SCPHNs.

Nursing associates

MET ☐   **NOT MET** ☐   **N/A** ☒

The programme isn't designed for students to be readmitted to, or remain on, the register as nursing associates.

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 for all programme routes. Programme documentation and discussions at the approval visit evidence safeguarding, consent, pharmacology and medicines administration and optimisation are addressed within theory and the RtP nursing PAD and RtP MORA. The proposed programme has been collaboratively developed with relevant students and PLPs from all fields/routes to ensure appropriate specific content. Students tell us that they're supported to achieve relevant proficiencies in clinical practice and they join students on pre-registration programmes to access specific topics.

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 for all programme routes. The programme team have an established understanding of the learning needs of RtP students, more specifically that they may require additional support initially to optimise their engagement with technology based flexible learning. Programme documentation and discussion at the approval visit confirm the use of a range of teaching and learning strategies which include the university learning management system, lectures, workshops and group work. 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 for all programme routes. The RtP programme documentation and discussion at the approval visit identifies that the programme is facilitated part-time over 52 weeks. Students are required to complete a minimum of 200 theory hours and 150 hours in clinical practice. This may be increased to 450 hours of clinical practice to meet the needs of the student but must be completed within a year from programme commencement. If the student has a dual qualification and want to return to nursing and midwifery, they're required to meet additional theory and practice hours. The programme structure is flexible to allow students to meet all requirements of the programme.

Students tell us they feel ready to return to practice following the placement time and feel supported by the practice supervisor, practice assessors and academic assessors to achieve the relevant nurse or midwife proficiencies.

PLPs tell us they welcome RtP students and that they support them to achieve the relevant nurse or midwife proficiencies.

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

YES ☒ **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to assessment are met

YES ☒ **NO** ☐

Outcome

Is the standard met?	**MET** ☒ **NOT MET** ☐

Date: 1 December 2020

Post event review

Identify how the condition(s) is met:
N/A

Date condition(s):
N/A

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

N/A

Standard 3: Practice learning
Approved education institutions, together with practice learning partners, must: R3.1 provide practice learning opportunities that confirm students can deliver safe and effective care in their intended area of practice to a diverse range of people R3.2 provide practice learning opportunities that confirm students meet the communication and relationship management skills and procedures in their intended area of practice, as set out in the relevant standards of proficiency R3.3 ensure that students experience a range of settings for their intended area of practice, demonstrating an ability to meet the holistic needs of people R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment R3.5 take account of students' individual needs, personal circumstances and intended area of practice when allocating their practice learning including making reasonable adjustments for students with disabilities, and R3.6 ensure that students are supernumerary.

Findings against the standard and requirements
Provide an <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. RtP nursing: Documentary evidence and the approval process indicate that there are practice learning opportunities to allow RtP nursing students to develop and meet the proficiencies to deliver safe and effective care, to a diverse range of people in their intended area of practice. Meetings with PLPs, the programme team and students confirm that students will have the necessary placement

learning experience. Students will experience a hub and spoke placement approach to provide a variety of practice learning opportunities.

RtP midwifery: Programme documentation and meeting PLPs at the approval visit confirm that RtP midwifery students gain an honorary contract at an NHS trust prior to commencing the programme. PLPs tell us they're aware of the RtP MORA and practice proficiencies required and they've the practice assessors and practice supervisors to support student learning and assessment. Student RtP midwives at the visit confirm that they access a range of practice learning experiences.

All programme routes: There's a joint process between PLPs and the AEI for managing fitness to practise issues for all midwifery and 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.

RtP nursing: The module information directory outlines the indicative content which includes communication and interpersonal skills. The programme team confirm that there are opportunities for students to practice their communication and relationships management skills in simulation. The RtP nursing PAD incorporates communication and relationship management skills and records achievement.

RtP midwifery: Programme documentation identifies content to support students to meet communication and relationship management skills and procedures. Students tell us that they'd returned to practice after a significant period and had opportunities in the programme to develop their midwifery skills, including communication and providing holistic individualised care for women and their families. The RtP MORA incorporates communication and relationship management skills and records achievement.

All programme routes: Documentary evidence and the approval visit provides assurance that practice supervisors, practice assessors and academic assessors work with nursing and/or midwifery students to plan their practice learning experience in meeting the communication and relationship management skills, procedures and proficiencies.

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.

RtP nursing: 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 SPRN. 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. Practice placements are allocated between the AEI's established placement team and the PLP offering RtP practice learning opportunities.

RtP midwifery: The programme team tell us that the programme director for RtP midwifery and the lead midwife for education (LME) work in collaboration with the PLPs to guide practice allocation. This partnership and coordination of professional advisory group meetings regularly monitor the student's experience across a range of settings to ensure that holistic care is provided in the intended area of practice. Programme documentation in the student handbook identifies an example of a student placement journey and how they can develop their knowledge and skills. Assurance is given by RtP midwifery students who tell us they're able to access all necessary midwifery areas and gain experience and proficiencies required to return to the register.

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.

RtP nursing: Programme documentation and the approval process confirm that simulation is used effectively and proportionately to support and enhance skills teaching. The leadership team and students confirm that robust support is provided to students to engage with technology using facilities such as collaborative inter-agency simulations, a holistic online life-like interaction emulator, virtual reality/immersive videos to simulate hospital and community environments and echo 360° still and motion imagery. PLPs confirm students have access to similar learning opportunities using their resources whilst they're on practice placement.

RtP midwifery: Programme documentation evidences a timetable of midwifery specific simulated skills facilitation including neonatal life support, perineal suturing and obstetric emergencies. RtP midwifery students at the visit confirm that they're supported to engage in technology both in simulated skills provision and in placement. Students tell us they feel confident in new skill acquisition prior to attending practice and providing direct face-to-face care. PLPs confirm that midwifery students can access similar learning opportunities within the trust.

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 for all programme routes. Programme documentation and the approval process provide assurance that there're processes in place for managing reasonable adjustments. The programme team confirm that midwifery and nursing students have access to on-site welfare and disability services at all three campuses to enable support for individual circumstances and access to the curriculum in relation to disability or a specific learning need. Students confirm their awareness of the support on offer. PLPs confirm that reasonable adjustments are made in practice and students confirm awareness of this.

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: 1 December 2020

Post event review

Identify how the condition(s) is met:

N/A
Date condition(s): N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐ N/A

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education* R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment* R4.3 ensure they inform the NMC of the name of the person responsible for directing the education programme R4.4 provide students with feedback throughout the programme to support their development R4.5 ensure throughout the programme that students meet the required standard of proficiency and programme outcomes to be readmitted to, or remain on, the register R4.6 ensure that students meet communication and relationship management skills and procedures R4.7 assess students to confirm proficiency in preparation for being readmitted to, or remaining on, the register R4.8 ensure that relevant proficiencies are recorded in a record of achievement which confirms these proficiencies and skills have been met, and R4.9 confirm students' safe and effective practice and suitability to be readmitted to, or remain on, the register.
Findings against the standards and requirements
Provide an <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 for all programme routes. Programme documentation and the approval process confirms the processes for monitoring how the supervision, support, learning and assessment complies with the SFNME.

There're policies in place supporting quality assurance of the programme. Placement audits are undertaken by the AEI or other AEIs in the region to assure the quality of placement learning environments. There's documentary evidence that audit management processes are in place, including the sharing of information with other AEIs in the region.

The programme team and PLPs tell us that those involved in student support, supervision and assessment are suitably prepared and undergo appropriate updates. PLPs confirm there are enough practice supervisors and practice assessors for all students.

Academic support and student support services are comprehensive and clearly identified in programme documentation. Students tell us they're aware of what support they can receive in academic and practice learning environments. Students confirm they're well supported in university and in practice areas.

Some references to NMC standards within the programme documentation are out of date. It's recommended that the programme team review all documentation to ensure reference to standards is contemporaneous. (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 for all programme routes. Documentary evidence in gateway two and the approval process confirm robust processes in the preparation for the SSSA. The role and responsibilities of practice supervisors and practice assessors are detailed in programme documentation. RtP students will be supported and assessed by suitably prepared practice supervisors, practice assessors and academic assessors.

We found that PLPs, practice assessors and practice supervisors have a clear understanding of the requirements of the SSSA. A regional approach to

supervision of students is adopted to ensure consistency in shared practice learning environments. There's appropriate material available for preparing and updating practice supervisors and practice assessors. Practice assessors say they're confident about how the SSSA is being implemented and they're aware of their roles and responsibilities in this regard. PLPs tell us 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 experience and are supervised by practice supervisors who support learning and provide feedback. Students and practice assessors tell us that they're able to meet at set times to review learning and achievement in practice.

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 for all programme routes. The programme documentation and approval process provide assurance that there are appropriate mechanisms in place to provide students with formative and summative feedback throughout the programme to support their development. The assessment process provides feedback and feed forward to students on their performance and achievement. Students confirm they receive a good level of support within the university and in practice learning environments.

The RtP nursing PAD and RtP MORA provide opportunities for students to receive feedback about their progress in practice learning. Practice supervisors record their decisions on the student's progress and proficiency. Students tell us they receive regular feedback from a range of practice supervisors and have opportunities to develop their specific learning needs. Students tell us they feel supported in practice by personal tutors. PLPs confirm that the university link team

make regular visits to practice areas and are responsive to support needs identified.

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.

RtP nursing: Documentary evidence and the approval visit provides assurance that the programme enables students to meet the required standard of proficiency and programme outcomes to be readmitted to, or remain on, the register. Programme documentation and the RtP nursing PAD are mapped to the SPRN. Students who are successful in their summative academic and practice assessment will meet the required standards.

RtP midwifery: Programme documentation and the approval visit provides assurance that RtP midwifery students meet the SPRM. The programme outcomes are mapped to the RtP MORA which, on successful completion, ensures the students meet the SPRM required to re-enter the register.

All programme routes: All practice learning is assessed for relevance of learning towards the proficiencies via the educational audit and operationalised through the RtP practice assessment documents (nursing PAD and MORA) and monitored regularly. PLPs and students tell us the current programme prepares them for readmission to, or remaining on, the register.

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

MET ☒   **NOT MET** ☐

R4.6 is met for all programme routes. Documentary evidence and the approval visit 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 and RtP MORA, which are designed to support achievement of these skills; this includes feedback from SUCs. The programme team and PLPs tell us that students undertaking the programme come to the programme with a vast variety of skills in communication and leadership from previous experiences. Opportunities to further develop these skills are encouraged in both theory and practice elements of the programme.

Students are required to undertake an episode of teaching to demonstrate an understanding of care and provide opportunity for reflection. Students confirm there's flexibility within their practice placement to meet the required skills and proficiencies

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.

RtP nursing: Programme documentation and the approval process provides assurance that the programme is designed to confirm proficiency in preparation for being readmitted to, or remaining on, the register. Academic assessment is designed to ensure student proficiency in professional knowledge specific to the returner's field of practice. Documentary evidence and the approval visit confirm that at the end of the programme students will have completed all practice learning requirements.

RtP midwifery: Programme documentation and discussion with PLPs at the approval visit confirm that students undertake practice experience and assessments enabling them to deliver safe and effective midwifery care and are suitable to be readmitted or remain 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 <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 for all programme routes. The programme documentation and the approval process confirm that the programme assures students' safe and effective practice and suitability to be readmitted to or remain on the register. Completion of programme outcomes, relevant proficiencies and declaration of health and

character will contribute to confirming students' safe and effective practice and suitability to remain on, or be readmitted to, the register. Programme directors and the LME work collaboratively with PLPs to ensure that returnees aren't only safe and competent, but confident to return to or remain on the register. There's a mechanism in place for failing and reassessing students who don't demonstrate safe and effective practice. The programme directors confirm they act as academic assessors and contribute to a tripartite meeting to support an action plan for students undertaking further practice assessment.

There's robust fitness to practise procedures in place and students are orientated to standards of professionalism at the start of the programme. 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.

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:** 1 December 2020
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐ **NOT MET** ☐   N/A

Standard 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** ☐ 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** ☐ 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:** 1 December 2020
Post event review
Identify how the condition(s) is met:

N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐ **NOT MET** ☐   N/A

Nursing & Midwifery Council

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

MOTT MACDONALD

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 The proposed programme doesn't include routes leading to registration in SCPHN or nursing associate.		
List additional documentation: Post visit conditions evidence: SUC engagement: RtP course, January 2021 RtP assessment for numeracy, digital and technological literacy, January 2021		
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	☒	☐
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	☒	☐
If yes, please identify cohort year/programme of study: One x RtP nursing January 2020 One x RtP midwifery January 2020 One x RtP midwifery alumni		
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 This is an established AEI and visits to resources weren't required as part of this approval visit.		
Additional comments: None identified.		