

Programme approval visit report

Section one

Programme provider name:	Cardiff University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Aneurin Bevan University Health Board Cardiff and Vale University Health Board Private, voluntary and independent health care providers Education and social care providers
Programme(s) reviewed:	
<p>Programme: Return to Practice - Nursing Adult Title of programme: Return to Practice (Nursing) Programme start date: 4 January 2021</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p> <p>Programme: Return to Practice - Nursing Child Title of programme: Return to Practice (Nursing) Programme start date: 4 January 2021</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p> <p>Programme: Return to Practice - Nursing Mental Health Title of programme: Return to Practice (Nursing) Programme start date: 4 January 2021</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p>	
Date of approval	7 July 2020
QA visitor(s):	Registrant Visitor: Lesley Saunders

Section two

Summary of review and findings

Cardiff University (CU), the approved education institution (AEI) has presented programme documentation for the approval of the return to practice (RtP) nursing programme in adult, child and mental health fields of nursing practice, leading to registration with the Nursing and Midwifery Council (NMC).

The programme consists of an academic module to be undertaken at level six for 40 credits. Each student will complete 150 theory hours and a minimum of 300 hours in supervised clinical practice, but may opt for more and will have supernumerary status. The programme will be offered in the second semester of each academic year with a flexible and blended approach to education provision. There'll be one main practice placement in the programme with due regard to the field of nursing and the student's area of clinical interest and opportunities to experience other clinical areas.

Programme documentation confirms evidence of effective partnership working between the AEI and key stakeholders. The RtP programme is developed in consultation with practice learning partners (PLPs), students and service users and carers (SUC).

RtP nursing programme learning outcomes enable students to achieve the Standards of proficiency for registered nurses (NMC, 2018) within the all Wales practice assessment document (PAD) for RtP nursing. The bespoke needs of each learner will be determined prior to commencement of the programme and throughout the programme.

The AEI's and PLPs' experience of running this programme previously confirms no maximum number of students for each intake needs to be set. Intakes will start annually from January 2021.

The programme meets the Standards framework for nursing and midwifery education (SFNME) at programme level. The programme meets the Standards for student supervision and assessment (SSSA) (NMC, 2018) at programme level.

This visit is made remotely due to Covid-19 restrictions.

The RtP nursing programme is recommended to the NMC for approval subject to three university specific conditions. The visitor made one recommendation.

Updated 11 August 2020:

The AEI has provided documentary evidence for the three university conditions. The conditions are met and the programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</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 one: Produce a positive report from the external advisor and a formal response from the programme team in relation to any points raised. (University condition)</p> <p>Condition two: Revise programme and module learning outcomes to ensure that each learning outcome is set at level six and to avoid the duplication of 'demonstrate'. (University condition)</p> <p>Condition three: The marketing quotes from students and employers need to be reviewed with the college communications and marketing team with a view to framing the quotes for external marketing purposes. (University condition)</p>
Date condition(s) to be met:	4 August 2020

<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The AEI is advised to consider strengthening the involvement of SUCs in the recruitment and admission of students. (SFNME R2.7, Standards for return to practice programmes (SRTPP) (NMC, 2019) R2.1)</p>
<p>Focused areas for future monitoring:</p>	<p>Involvement of SUCs in the recruitment and admission of students.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Confirmation that the university conditions are met is provided. In response to condition one, the AEI has provided an external advisor report. The report is positive and supportive of the proposed programme.

In response to condition two, the wording of the module learning outcomes is amended. Each learning outcome is set at level six and the word 'demonstrate' is removed to avoid duplication.

In response to condition three, the AEI has consulted with the university marketing team and revised quotations from students for an external audience.

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	The programme is recommended to the NMC for approval
Date condition(s) met:	11 August 2020

Section three

NMC Programme standards

Please refer to NMC standards reference points

Standards for return to practice programmes (NMC, 2019)

Return to practice standards (NMC, 2019)

Future nurse: Standards of proficiency for registered nurses (NMC, 2018)

Standards for competence for registered midwives (NMC, 2009)

Standards of proficiency for nursing associates (NMC, 2018)

Standards of proficiency for specialist public health nurses (NMC, 2004)

Standards for specialist education and practice (NMC, 2001)

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

Standards for student supervision and assessment (NMC, 2018)

The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015)

QA framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook (September 2018 updated July 2019)

Partnerships

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

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

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

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

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

R2.4 comply with NMC Standards for student supervision and assessment

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence and the approval process demonstrates a collaborative approach between the AEI and PLPs in developing the RtP programme. There's evidence that stakeholder views and feedback are considered and incorporated into programme development. The SSSA are already implemented by PLPs within practice learning areas for the RtP programme and there are satisfactory arrangements for support, monitoring and governance of the RtP programme shared between the AEI and PLPs. At the approval visit PLP representatives describe the AEI as a proactive organisation that engages fully with them. Programme documentation and the approval process demonstrate there are effective partnership arrangements for maintaining the learning environment and for effective support of practice supervisors and practice assessors. PLPs say they're involved in recruitment and selection of students.

Previous RtP students speak positively about their programme and about support from the AEI. They say their views and experiences are considered in the development of this new RtP programme. They report being supported in the practice learning environment. Interdisciplinary learning for RtP students is with student nurses from the other fields of nursing. Documentary evidence demonstrates plans to develop interprofessional learning (IPL) opportunities with radiography, oncology and pharmacy students.

SUC representatives from the patient public involvement (PPI) group say

relationships with and support from the programme team are positive. SUC activities are valued by students and the academic team. They say they're involved in programme development and delivery. They're involved in developing questions for students at recruitment and admission to the programme, however are not always present at the interview events. (Recommendation one). They confirm their involvement in assessment of students and providing testimonies for students in practice. There's evidence in the PAD of SUC involvement in the assessment of students formatively during simulation and practice. There's an academic role of 'PPI lead' who'll support the programme leader to further enhance PPI in the RtP programme.

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 and

Met

Gateway 2: Standards for student supervision and assessment

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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 prescribing 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 pre-registration nursing 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).

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

**R1.2 confirm on entry to the programme that students:
R1.2.1 demonstrate values in accordance with the Code**

Yes

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

Yes

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

Yes

R1.2.4 can demonstrate they meet NMC English language requirements

Yes

R1.2.5 have capability in literacy to meet programme outcomes

Yes

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

Yes

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

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

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

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria 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

R1.6 is met. Documentation and the approval process demonstrate consideration is given to applicants' prior clinical experience and learning following selection. The evidence candidates provide is reviewed by the programme team in conjunction with PLPs. Preferences for practice placement are taken into account and these link into areas for future employment. The programme team describe

how students' prior experience and level of learning becomes part of an individualised plan on entry to the programme. The intended length of time in practice is determined at this point and is a minimum of 300 hours.

Students will be allocated a personal academic tutor and an academic assessor to enable individualised and supportive learning plans to be developed collaboratively with practice assessors.

Students confirm their prior learning and experience is considered on entry to the programme.

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

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

Met

R1.7 is met. Documentary evidence demonstrates numeracy, literacy, digital and technological literacy support to students is sufficient to meet programme outcomes. The programme team and students confirm students are assessed in numeracy skills on entry to the programme. Teaching and learning strategies include online learning technology. All students are required to engage with mock numeracy formative assessments. The AEI has online health numeracy resources including a medicines calculation assessment.

Students are required to complete a summative numeracy assessment and to achieve 100 percent pass mark by the end of the programme. Students are encouraged to self-assess their ongoing learning needs and progression in relation to numeracy, literacy, digital and technological literacy during the programme. Development and achievement of technological literacy is supported by academic staff, the library, the student union and student support wellbeing. PLPs confirm there are well-developed structures enabling students to be orientated to and updated on, electronic platforms used in practice. Students say they're supported in practice to develop record keeping skills.

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 that for the proposed programme start date there

will be no RtP students on existing programmes to transfer to the new programme. There are no students on interrupted study.

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

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

The AEI has previously implemented SSSA in all practice learning areas. This is confirmed by students and by PLPs.

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

Yes

Outcome

Is the standard met?

Met

Date: 7 July 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 2: Curriculum

Approved education institutions, together with practice learning partners,

must:

R2.1 ensure programmes comply with the NMC Standards framework for nursing and midwifery education

R2.2 comply with the NMC Standards for student supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

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

R2.11 ensure that all return to practice programmes are an appropriate length to

support programme outcomes.

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

R2.2 comply with the NMC Standards for student supervision and assessment

Yes

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

Yes

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

No

RtP nursing is for the fields of adult, child and mental health only. There is no RtP nursing in the field of learning disabilities.

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

No

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

Specialist community and public health nurses (SCPHNs)

No

A RtP route for specialist community and public health nurses is not offered on this programme.

Nursing associates

No

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

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

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

Met

R2.4 is met. Documentary evidence and the approval process demonstrate programme design and delivery supports students effectively to RtP in their intended area of nursing practice. The AEI and PLPs agree to use the all Wales RtP PAD for RtP nursing for the programme.

Students identify their preferred area of practice they wish to return to within their application to the programme. All stakeholders agree implementing the SSSA has developed sufficient experienced and skilled practice assessors and practice supervisors to support RtP students. PLPs confirm they can provide practice placements offering RtP students robust and adequate opportunity to demonstrate proficiencies and meet programme outcomes.

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

Yes

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

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

No

The programme is not designed for students 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

No

The programme is not designed for students 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

No

The programme is not designed for students to be readmitted to, or remain on, the register as nursing associates.

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

R2.7 is met. Documentation and the approval visit show the programme allows students from adult, child and mental health fields of practice to meet programme outcomes. Students say they can be placed in acute care, community care or general practitioner (GP) practice settings as a hub placement appropriate to their chosen field of practice. Spoke practice opportunities offer exposure to a wider range of services. Subject specialists for each field will deliver content relevant to those students and within the broader context of the programme. Programme content is mapped against the Standards of proficiency for registered nurses (NMC, 2018) and programme outcomes.

An academic assessor and personal tutor will be allocated to each student with due regard to field of practice.

The programme team confirm students have opportunities to learn skills and proficiencies in annexe A and annexe B of the Standards of proficiency for registered nurses (NMC, 2018). These are assessed in practice areas, but where necessary can be practised in the simulation laboratories prior to assessment in practice.

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.

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

Met

R2.8 is met. The module learning outcomes for the programme are mapped to the Standards of proficiency for registered nurses (NMC, 2018). Documentary evidence and the approval visit confirm the programme is designed around general and professional content necessary for nurses to return to, or remain on, the register. Students, academic assessors and practice assessors use the PAD to record feedback, development and proficiencies attained in practice. Students confirm their programme prepares them to return to the register and gives them confidence to practice.

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.

R2.9 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

R2.9 is met. Documentation and the approval visit show where specific areas such as safeguarding, consent, pharmacology and medicines administration and optimisation are included within the programme. The RtP PAD ensures students will have opportunities to demonstrate proficiency in these areas in field specific practice experiences.

The programme team confirm using safeMedicate, an online learning platform, as supporting learning for drug calculation and safe administration of medicines. The RtP programme timetable sets out how these topics will be covered within the programme. The programme team say students are required to complete the safeguarding element of mandatory training before their practice learning experience. The RtP PAD provides students with the opportunity to demonstrate and document achievement of proficiencies in these specific areas of practice.

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.

R2.10 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

R2.10 is met. Documentary evidence and the approval visit show teaching and learning approaches are flexible, blended and supported with a virtual learning platform and technology. The AEI uses the clinicalskills.net learning platform and has produced a series of short films to support distance learning of essential skills. These approaches are used effectively and proportionately in conjunction with simulation and practice learning. Students confirm there are various resources available to students to support their learning and evidence their engagement in the teaching and learning resources and strategies that are offered within the programme and by the AEI. They confirm the programme prepares them adequately to return to practice. These resources are supported by simulation technicians and clinical skills tutors. Documentation and the approval visit confirm RtP students are required to attend a study day each week throughout the programme. This amounts to 20 study days and is equivalent to 150 theory hours. Assessment of theory includes a field specific, numeracy-based examination and completion of an electronic portfolio. Assessment includes a clinical proficiencies inventory and a reflective entry of 4,000 words. Students say they're provided with an assessment schedule specifying the dates of assessment hand in, examination boards and reassessment dates.

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.

R2.11 ensure that all return to practice programmes are an appropriate length to support programme outcomes.

Met

R2.11 is met. The programme team and PLPs confirm academic assessors and practice assessors support RtP students to self-assess their learning needs to develop an individualised plan, taking into consideration assessment of previous knowledge and skills. PLPs say they're often employers of students on the RtP programme and therefore have a shared common interest in the success and wellbeing of students on the programme. The programme is six months in length and includes a total of 150 theory hours and 300 hours of practice learning. There's a blended approach to the taught days, which includes both face to face and guided study days. The programme length is designed to allow all programme outcomes and proficiencies to be achieved.

The programme team say the programme will have a specified submission date for the RtP PAD and a specified submission date for theory assessment submission against programme learning outcomes.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 7 July 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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

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

R3.1 is met. Documentation and the approval visit confirm PLPs offer the opportunity for practice placements across a variety of nursing provision to a diverse range of people. There are learning opportunities available sufficient for students to deliver safe and effective care. These opportunities support achievement of required proficiencies for RtP students. PLPs and the programme team say the academic assessor and practice assessor collaborate to provide appropriate learning opportunities for each student. Students may be employed by the PLP in which they have their hub placement. In this case PLPs say the RtP programme supports their workforce strategy by supporting the student's return to the NMC register. There are governance processes in place, including audit and student placement evaluations, with joint responsibility between the AEI and PLPs to ensure a safe and effective learning environment. This includes approving and suspending practice learning areas if required. This can be for reasons of capacity, public safety and protection.

Students and PLPs confirm students are supernumerary in practice and they complete practice evaluations. Feedback from student evaluations is considered at meetings between the AEI and PLPs. Students say they know how to escalate concerns about care and where to get support to do this. Student facing documentation, including the RtP placement handbook, provides guidance for students and PLPs on escalating concerns.

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.

R3.2 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

R3.2 is met. Documentary evidence and the approval process shows practice supervisors, practice assessors and academic assessors work with students to plan how their practice learning experience will meet the communication and relationship management skills and procedures as set out in the Standards of proficiency for registered nurses (NMC, 2018) and in their practice assessment documentation. The RtP PAD incorporates communication and relationship management skills. Simulated learning opportunities will be provided to enhance achieving these proficiencies. The scope of learning across nursing provision provides students with opportunities to meet proficiencies in their intended area of practice. For example, participating in ward rounds, interdisciplinary case discussions and actively involving service users in decisions about their care.

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.

R3.3 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

R3.3 is met. Documentary evidence and the approval visit show practice placement allocations for RtP students are arranged across a diverse population in acute care, community care and GP practice settings. Practice placements are allocated collaboratively between the AEI placement team and the PLP offering a practice placement. This ensures students have opportunities to meet programme outcomes and proficiencies. The programme team, students and PLPs confirm there are adequate opportunities and support for RtP students to gain experience and an ability to meet the holistic needs of people. Students are offered a hub practice placement with opportunities for spoke placements. This enables them to meet the holistic needs of people in their care. Students and PLPs say they can document experiences in each area of practice within the RtP PAD. This includes a record of feedback from service users and other allied health professionals.

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.

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

Met

R3.4 is met. Documentary evidence and the approval visit demonstrates student learning will be proportionately and effectively supported by technology enhanced resources such as a virtual learning platform. Students say the AEI makes use of technology enhanced and simulation-based learning opportunities to support their learning and assessment, including the clinicalskills.net platform and a series of short films to support distance learning in essential clinical skills. This is reflected in programme documents outlining the design and delivery of the programme. The programme team and students say there's opportunity to learn through simulation-based learning and use the AEI's simulation suite. This allows students to record and review their own practice in a simulated environment. PLPs say they have simulation resources that students can access. The programme team say there's resources in the AEI to support students to access and learn how to use the available technological supports. These are supported by simulation technicians and clinical skills tutors.

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.

R3.5 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

Met

R3.5 is met. Documentation and the approval visit demonstrate all RtP students will be supernumerary during practice placements. The programme team and PLPs describe mechanisms to ensure the supernumerary status of all students is maintained. The RtP programme offers a flexible approach to student learning. Reasonable adjustments are made where possible to support students' individual needs. Students are required to declare any personal circumstances that may impact on their fitness to practice. The programme team and PLPs say reasonable adjustments can be made where possible to support students with any additional needs in the practice learning environment. Student-facing documentation signposts students to policies and resources for reasonable adjustments. Students say personal circumstances such as caring responsibilities are considered when allocating practice learning areas. The programme team and PLPs work towards supportive adaptations for students and achieving a healthy work-life balance. Students say they're supported by the university and by practice placement teams for a wide range of needs.

R3.6 ensure that students are supernumerary

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 7 July 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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.

Evidence provides assurance that the following requirement is met:

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

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 sufficient student support, supervision, learning and assessment to enable students to meet required learning outcomes and proficiencies. Students and PLPs say support and supervision for students is provided at all times within the practice learning environment.

Students confirm they understand the scope of their practice, adhere to the Code and understand they must obtain consent from service users to care for them.

Evidence provides assurance that the following requirement is met:

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

Met

R4.2 is met. Documentation and the approval visit provide assurance that support, supervision, learning and assessment for RtP students complies with the NMC SSSA. The RtP PAD is an all Wales document and will be used by all RtP nursing students in Wales. Descriptors are provided for practice supervisor, practice assessor and academic assessor roles within this document. Placement areas are supported by a clinical practice team or a field specific personal tutor from the AEI. Personal tutors have responsibility to support students on practice placement and for monitoring the quality of the practice learning environment. Support for practice supervisors and practice assessors is through link lecturers from the AEI and practice learning facilitators in PLP organisations. PLPs say they retain a database as a live record of practice supervisors and practice assessors.

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

Yes

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

R4.4 is met. Documentation and the approval visit show that RtP students are provided with feedback in a timely manner throughout the programme on formative and summative theory-based activities and assessments. All students have a field specific personal tutor and an academic assessor for the duration of the programme. Practice supervisors contribute to student feedback and do this through the RtP PAD. There are proformas within the RtP PAD to facilitate student assessment of prior knowledge and for practice supervisors to feedback to students and practice assessors. Practice assessment is structured around initial, mid-point and final interviews with feedback provided by the practice assessor and practice supervisors. Students say they receive verbal and written feedback during their programme which is relevant, developmental and timely. Students confirm programme design acknowledges the specific requirements for RtP nursing students through a flexible, blended approach which facilitates development of individual learning plans.

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.

R4.5 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

R4.5 is met. The RtP PAD is mapped to the Standards of proficiency for registered nurses (NMC, 2018). These are mapped to programme outcomes for the SRTPP. The all Wales RtP PAD is previously approved for Wales. This RtP PAD records student achievement of the required Standards of proficiency. All programme, module and practice learning outcomes and proficiencies must be successfully achieved by RtP students for completion of the RtP programme.

Programme outcomes are assessed through formative and summative assessment. PLPs and students say the programme prepares them for readmission to, or remaining on, the register. The assessment strategy, module guide and practice assessors and practice supervisor handbook outline arrangements for failure, reassessment and retrieval of learning.

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.

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

Met

R4.6 is met. RtP programme documents and the approval visit confirm students will be supervised and assessed to meet communication and relationship management skills and procedures. The programme outcomes support achievement of communication management skills and procedures. Practice supervisors, SUCs, other healthcare professionals and the practice assessor can give students feedback on these skills through the RtP PAD.

The AEI and PLPs say there's sufficient capacity in practice placements and practice learning staff with experience of RtP students to ensure students can meet communication and relationship management skills and procedures. Students say there's flexibility in managing their practice experiences to meet all skills and proficiencies.

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.

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

Met

R4.7 is met. Documentary evidence and the approval visit show student assessment will begin prior to entry onto the RtP programme. At recruitment and admission interview events RtP students are provided with the opportunity to discuss prior clinical experience in relation to programme learning outcomes. Each RtP student's learning need is assessed and a plan developed for completing the required programme learning outcomes and proficiencies. Confirmation each student meets required learning outcomes and proficiencies will be through theoretical assessment, reflection on previous practice and completion of the RtP PAD. These will confirm student ability to remain on, or return to, the register. There are processes to help practice learning staff support students in practice. The academic assessor will meet with each student and practice assessor towards the end of the programme to confirm achievement of proficiencies in practice.

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

Yes

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

R4.9 is met. Documentation and the approval visit confirm that completion of the programme outcomes, relevant proficiencies, declaration of health and character will confirm students' safe and effective practice and suitability to remain on, or be readmitted to, the NMC register.

PLPs confirm they're confident successful students will be safe and effective practitioners who they can employ. Students confirm the programme and practice learning experiences prepare them adequately to return to, or remain on, the register. Programme content places emphasis on public safety and protection.

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

Yes

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

Yes
Outcome
<p>Is the standard met?</p> <p><i>Met</i> Date: 7 July 2020</p>
Post Event Review
Identify how the condition is met:
<p>Date condition(s) met:</p> <p>N/A</p> <p>Revised outcome after condition(s) met:</p> <p>N/A</p>

Standard 5: Qualification to be awarded
<p>Approved education institutions, together with practice learning partners, must:</p> <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>
<p><i>Evidence provides assurance that the following requirements are met:</i></p> <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>

Yes

R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and

No

Not applicable, the programme is for a RtP programme for nurses only.

R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register.

Yes

Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met

Yes

Outcome

Is the standard met?

Met

Date: 7 July 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source 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	Yes
Programme specification(s)	Yes
Module descriptors	Yes
Please specify route Documentary evidence is reviewed in relation to RtP for nursing in the fields of adult, child and mental health nursing.	
Student facing documentation including: programme handbook Please specify route:	
Nursing / field of nursing	Yes
Midwifery	No
SCPHN	No
Nursing associate	No
Practice assessment documentation (PAD)	Yes
Please indicate which Standards of proficiency/competencies the PAD relates to:	
Nursing / field of nursing	Yes
Midwifery	No
SCPHN	No
Nursing associate	No
Practice placement handbook:	Yes
Identify the routes: Documentary evidence is reviewed in relation to RtP for nursing in the fields of adult, child and mental health nursing.	
PAD linked to competence outcomes, and mapped against (NMC, 2019) for each route:	
Nursing / field of nursing	Yes
Midwifery	No
SCPHN	No
Nursing associate	No
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018) at programme level	Yes

Mapping document providing evidence of how the education institution has met the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
Programme lead:	
Nursing / field of nursing	Yes
Midwifery	No
SCPHN	No
Nursing associate	No
Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	Yes
List additional documentation	
Post visit evidence: RtP external advisor report, July 2020 RtP programme handbook, April 2020 Email from chair of the university quality assurance panel stating university conditions are met by the programme team, 11 August 2020	
If you stated no above, please provide the reason and mitigation Not required – RtP for nursing programme only.	
Additional comments: None identified	

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Two students from the adult field RtP programme, February 2020 Two students from the adult field RtP programme, February 2019 One student from the mental health field RtP programme, February 2018 One student from child field RtP programme, February 2016	
Service users and carers	Yes
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 visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning/Virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
If you stated no above, please provide the reason and mitigation Not required for this visit.	
Additional comments: None identified	

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Issue record

Final Report

Author	Lesley Saunders	Date	16 July 2020
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