

Programme approval report

Section one

<p>Programme provider name:</p>	<p>Sheffield Hallam University</p>
<p>In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i></p>	<p>Barnsley Hospital NHS Foundation Trust</p> <p>Chesterfield Royal Hospital NHS Foundation Trust</p> <p>Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust</p> <p>Nottinghamshire Healthcare NHS Foundation Trust</p> <p>Rotherham, Doncaster and South Humber NHS Foundation Trust</p> <p>The Rotherham NHS Foundation Trust</p> <p>Sheffield Teaching Hospitals NHS Foundation Trust</p> <p>Sheffield Health and Social Care NHS Foundation Trust</p> <p>Sherwood Forest Hospitals NHS Foundation Trust</p> <p>South West Yorkshire Partnership NHS Foundation Trust</p>
<p>Programme reviewed:</p>	<p>RtP:</p> <p>Nursing:</p> <p>Adult <input checked="" type="checkbox"/></p> <p>Mental health <input checked="" type="checkbox"/></p> <p>Children's <input checked="" type="checkbox"/></p> <p>Learning disabilities <input checked="" type="checkbox"/></p> <p>Midwifery <input type="checkbox"/></p> <p>Nursing Associate <input type="checkbox"/></p>

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

RtP Midwifery	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
RtP Nursing Associate	<p>England only <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p>
RtP SCPHN	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
RtP Nursing/SCPHN	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
RtP Midwifery/SCPHN	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Date of approval visit:	9 March 2021
Programme start date: RtP:	
Nursing: Adult	20 September 2021
Mental health	20 September 2021

Children's Learning disabilities Midwifery Nursing Associate SCPHN Nursing/SCPHN Midwifery/SCPHN	20 September 2021
	20 September 2021
	20 September 2021
	20 September 2021
QA visitor(s):	Registrant Visitor: Niall McLaughlin

Section two

Summary of review and findings

Sheffield Hallam University (SHU), college of health, wellbeing and life sciences (the college) within the department of nursing and midwifery (the department) present for approval the return to practice (RtP) (Nursing and/or specialist community public health nurses (SCPHN)) programme. The following routes are proposed: RtP (Nursing mental health), RtP (Nursing children's), RtP (Nursing adult), RtP (Nursing learning disabilities), RtP (SCPHN) and RtP (Nursing/SCPHN).

The part-time 20-credit programme is offered at academic level six for registered nurses. The programme team and practice learning partners (PLPs) confirm that the minimum intake per cohort will be 12 students. Recruitment to the current programme indicates an expected number of 20 students. The programme is designed to meet the Standards for RtP programmes (SRtPP) (Nursing and Midwifery Council (NMC), 2019), the Standards of proficiency for registered nurses (SPRN) (NMC, 2018) and the Standards of proficiency for SCPHN (SPSCPHN) (NMC, 2004).

The SCPHN route enables a bespoke programme to update SCPHN knowledge and skills for nurses with a current registration on part one of the NMC register who have a lapsed registration from part three of the register. RtP SCPHN students must have a live NMC registration before undertaking the SCPHN route. Recruitment processes ensure that SCPHN applicants for whom registration on both parts has lapsed must achieve the SPRN to return to part one of the register before undertaking the SPSCPHN to return to part three of the register. Practice hours for the programme are a minimum of 150 hours to return to part one of the register and an additional minimum of 150 hours to return to part three. For each field of practice, students are required to undertake 150 hours practice learning. It's anticipated that the duration of the programme for successful candidates is 37 weeks from induction to application to re-join the register. The programme can be extended to one year.

There's documentary evidence of partnership working with all stakeholders including PLPs, service users and carers (SUCs) and students in the design and development of the programme.

Nursing students are assessed using the England RtP nursing practice assessment document (RtP nursing PAD). The RtP nursing PAD is collaboratively

produced between approved education institutions (AEIs) and PLPs in the West Midlands. The RtP SCPHN practice assessment document (RtP SCPHN PAD) is collaboratively produced between SHU and local stakeholders. Practice assessors confirm they're prepared for their roles in using both PADs.

SCPHN students returning to part one and part three of the register will undertake the nursing/SCPHN route and complete the RtP nursing PAD. On successful completion of the RtP nursing PAD they complete the RtP SCPHN PAD. Students undertaking this route require additional practice learning support; PLPs confirm this will be facilitated.

There's a robust process for the quality assurance of practice learning environments. Documentary evidence and the approval visit confirms that there's a robust collaborative partnership working approach between SHU and PLPs to manage and mitigate risks to the quality and safety of student practice learning identified in adverse Care Quality Commission (CQC) reporting.

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

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

The programme is recommended for approval to the NMC subject to one university condition. Two joint NMC and university recommendations and four university recommendations are made.

Updated 6 April 2021:

SHU confirm the university condition is met.
The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

- Programme is recommended to the NMC for approval
- Programme is recommended for approval subject to specific conditions being met
- Recommended to refuse approval of the programme

<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>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: To update and proofread all programme documentation including student facing documentation to ensure consistency with NMC terminology as well as academic requirements. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>6 April 2021</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The programme team should consider how SUCs can be further supported in their involvement in the programme and consider SUC support groups to offer a support network and peer support to SUCs. (SFNME R1.12) (NMC and university recommendation)</p> <p>Recommendation two: The programme team should consider succession planning to ensure there isn't an over reliance on the current programme leader. (SFNME R2.18) (NMC and university recommendation)</p>

	<p>Recommendation three: Consider assessment dates in relation to the placement schedule, to ensure students have suitable experiences to reflect upon for the written assessment. (University recommendation)</p> <p>Recommendation four: Ensure continual signposting of students to university financial support. (University recommendation)</p> <p>Recommendation five: Clarify if practical drop-ins are available for current students. (University recommendation)</p> <p>Recommendation six: Continue to match the student to placement opportunities using individualised assessment and clarify students' 'right to appeal'. (University recommendation)</p>
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:	
An approval outcomes response document confirms the university condition is met.	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	6 April 2021

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><u>Standards for return to practice programmes</u> (NMC, 2019)</p> <p><u>Return to practice standards</u> (NMC, 2019)</p> <p><u>Future nurse: Standards of proficiency for registered nurses</u> (NMC, 2018)</p> <p><u>Standards for competence for registered midwives</u> (NMC, 2009)</p> <p><u>The Future midwife: Standards of proficiency for registered midwives</u> (NMC, 2019)</p> <p><u>Standards of proficiency for nursing associates</u> (NMC, 2018)</p> <p><u>Standards of proficiency for specialist community public health nurses</u> (NMC, 2004)</p> <p><u>Standards for specialist education and practice</u> (NMC, 2001)</p> <p><u>Standards framework for nursing and midwifery education</u> (NMC, 2018)</p> <p><u>Standards for student supervision and assessment</u> (NMC, 2018)</p> <p><u>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</u> (NMC, 2015 updated 2018)</p> <p><u>Quality assurance framework for nursing, midwifery and nursing associate education</u> (NMC, 2020)</p> <p><u>QA Handbook</u> (NMC, 2020)</p>

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p><u>Standards framework for nursing and midwifery education</u> (NMC, 2018)</p> <p>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</p> <p>Standard 2: Educational governance and quality:</p>

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's 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.

PLPs, SUCs and students tell us that they've been involved in the design, delivery and evaluation of the current programme and other programmes across the department. They confirm involvement in the development of the proposed RtP programme. Minutes of consultation meetings confirm this and stakeholders tell us that they've contributed to programme development. PLPs tell us that the programme prepares students for recruitment into their services and provide examples of where this has been successfully achieved. PLPs agree that collaboration with the RtP programme team is of a high quality, with regular reviews of the programme and joint decision making about the design and delivery of the programme.

PLPs tell us that the provision of RtP programmes is varied locally, including different intake times. They tell us that the design of the proposed programme fits well with this in relation to when students will return to the register. They tell us that it's usual for them to recruit individuals who are interested in returning to the register. They confirm a commitment to support existing staff to access the programme as part of their career development. PLPs describe a robust and collaborative experience of working with the programme leader to develop and deliver a programme that supports nurses to return to the register and employment in professional roles. PLPs contribute to the recruitment process by setting values-based interview questions and by attendance at interviews. It's clear from the approval visit that there's a fully collaborative relationship between the programme leader and all stakeholders. The approval panel suggest that, to support further robust collaborative working, future succession planning is considered that further supports the programme leader and the programme to ensure there isn't an over reliance on the programme leader. (Recommendation two)

Programme documentation confirms that student feedback has informed the development of the programme. Students describe specific examples of how their recommendations, based on their experiences, are included in the proposed programme. They confirm that the programme has been developed in response to their views which have been captured through a series of consultation webinars between all stakeholders. Students confirm that there's opportunities for inter-professional learning (IPL) and that they learn from and support each other. There's a student representative for each cohort who represents the student voice at department and college events. Students tell us that they are supported by the programme team. PLPs confirm that they work collaboratively with the programme team to offer IPL opportunities in the practice learning environment.

Programme documentation, PLPs, practice assessors and students confirm that where concerns are raised there are processes in place to manage these. Student, practice assessor and practice supervisor facing documents clearly detail how to raise and report concerns. Students tell us that they feel supported in raising concerns with PLPs, practice assessors and practice supervisors. They confirm they're well supported by SHU should they have any concerns.

Programme documentation confirms a partnership approach to the adoption and operationalisation of the SSSA. Practice assessors and practice supervisors describe how they are prepared for the roles. They undertake a preparation learning package and access materials on pan-Midlands and pan-London practice learning group websites. SHU provide specific RtP preparation for practice assessors and practice supervisors that's endorsed by PLPs who support the development of this. Practice assessors confirm that they've accessed preparation and that they feel prepared for their roles. PLPs tell us that they release staff to participate in selection events and practice assessors confirm that they are involved in selection decisions. Academics from all fields of nursing and SCPHN practice confirm that they are supported and prepared in their roles as personal academic tutors and academic assessors. A member of the senior department team tells us that there's a workload planning model that allocates time for academics to deliver programme content and to fulfil the academic assessor role.

SUCs tell us that they are involved in selection decisions as part of the recruitment process. Programme documentation confirms that they and those involved in the interviews have had training in equality and diversity and a record is held of this by SHU. They tell us they're well prepared for the role and feel supported by SHU to undertake this. RtP and pre-registration students at the approval visit confirm that SUCs are involved in recruitment interviews and in the teaching of their respective programmes. There's evidence of a commitment to the involvement of SUCs across the department through the service user engagement group. SUCs confirm that they are prepared for and supported by SHU in their roles in recruitment interviews and teaching. A SUC representative describes an example of how the delivery of a session they were involved in was negotiated with them to ensure maximum autonomy because they felt they would be able to share their experience of services more fully. They describe how they are supported before and after sessions and that the programme team recognises that their experiences include sensitive or emotional content. SUCs tell us they're well supported in the role; however, they weren't fully aware of the opportunities available to meet each other and share experiences and ideas. The programme team should consider how they can facilitate opportunities for SUCs to use wider support groups.
(Recommendation one)

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

MET NOT MET

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: [Standards for student supervision and assessment](#)

MET NOT MET

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

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

R1.2.1 demonstrate values in accordance with [the Code](#)

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

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

- R1.2.4 can demonstrate they meet NMC [English language requirements](#)
- R1.2.5 have capability in literacy to meet programme outcomes
- R1.2.6 have capability for digital and technological literacy to meet programme outcomes
- R1.3 ensure students' [health and character](#) is sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's [health and character guidance](#). This includes facilitating satisfactory and timely occupational health assessment and criminal record checks.
- R1.4 ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully
- R1.5 ensure the person responsible for directing the educational programme or their designated substitute is able to provide supporting declarations of health and character for students who have completed a RtP 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 RtP 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 RtP programmes](#) (NMC, 2019).

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

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC, 2018).

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

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

YES NO

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

R1.2.1 demonstrate values in accordance with [the Code](#)

YES NO

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

YES NO

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

YES NO

R1.2.4 can demonstrate they meet NMC [English language requirements](#)

YES NO

R1.2.5 have capability in literacy to meet programme outcomes

YES NO

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

YES NO

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

YES NO

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

YES NO

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

YES NO

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

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

MET NOT MET

R1.6 is met. Documentary evidence and the approval visit confirm that students' prior learning and experiences are considered at application. Students complete a skills analysis self-assessment proforma in relation to academic, digital and professional skills mapped against the SPRN and SPSCPHN. Students are supported by field specific academic advisors to plan how their specific needs will be addressed and to identify resources to support them, for instance by identifying training in clinical skills. Students tell us that using this approach supports them in identifying existing skills and knowledge and to recognise how their learning needs are focused on their intended scope of practice.

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. PLPs, practice assessors and the programme team describe a collaborative approach to how feedback on student abilities is used to develop a learning plan if students have specific numeracy, literacy, or the use of technology needs. The library provides sessions and one-to-one support for students who require additional support to develop these skills.

Technology enhanced learning is used appropriately to support learning using interactive virtual learning environments, e-workbooks, electronic medicines calculations resources, and clinical skills simulations. SHU subscribes to, and students have access to, the Oxford Medical Simulation online virtual reality resource. SHU e-learning packages support students to practice safely and enables them to learn and re-learn existing skills and rehearse new clinical skills

based on their personal self-assessed skills analysis. These are further supported by individual and group tutorials with field specific academic advisors.

Students tell us that they have access to the resources and support that they need to develop their learning in these areas. Practice assessors tell us that they recognise that RtP students may have, for example, less prior experience in using electronic care records and are supported in practice learning environments to develop in these areas of practice.

Proposed transfer of current students to the programme under review

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

All students will complete the current programme. SHU view the programme as a module and arrangements are in place for retrieval and reassessment to ensure that all students can complete the current 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.

Current RtP students will complete the programme. Practice assessors and practice supervisors are prepared to support students and confirm there's support from employers to prepare for the roles.

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

YES **NO**

Outcome

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

Date: 9 March 2021

Post event review

Identify how the condition(s) is met

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

Standard 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 RtP 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 RtP 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

SHU aren't seeking approval for an RtP midwifery route.

Specialist community and public health nurses (SCPHNs) YES NO N/A

Nursing associates YES NO N/A

SHU aren't seeking approval for an RtP nursing associate route.

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

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

MET **NOT MET**

R2.4 is met. PLPs confirm a commitment to support students to find employment in their intended area of practice. A past student describes their experience of working in practice after successful completion of the programme.

Programme documentation confirms there's mapping of the programme outcomes against the SPRN and the SPSCPHN. Students confirm that the programme assessments allow them to demonstrate proficiency at degree level. The timetable demonstrates how the programme combines theory with practice. Theory days include simulation sessions aimed at developing the skills and proficiencies in annexe A and annexe B of the SPRN. There's self-directed study identified to support these sessions and the programme handbook signposts students to further reading and resources to support their development. The programme extends over 37 weeks; the programme team tell us that individual student need will be considered if an extension is required.

Placement allocations are supported by the SHU clinical placement team and agreed collaboratively between students, the programme team and PLPs. The focus of this collaboration is on student learning needs and where they would prefer to find future employment. Students and PLPs tell us that this is mutually beneficial and that the RtP programme is successful in returning students to their intended area of practice.

Evidence provides assurance that the following requirements are met:

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

YES **NO** **N/A**

The programme isn't delivered in Wales.

R2.6 state routes within the RtP 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

<p>mental health nursing</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/></p>
<p>R2.6.2 midwives to be readmitted to, or remain on, the register as midwives</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p> <p>SHU aren't seeking approval for an RtP midwifery route.</p>
<p>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</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/></p>
<p>R2.6.4 nursing associates to be readmitted to, or remain on, the register as nursing associates</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p> <p>SHU aren't seeking approval for an RtP nursing associates route.</p>
<p>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.</p>
<p>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</p> <p style="text-align: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/> N/A <input type="checkbox"/></p> <p>R2.7 is met. The programme theoretical component includes generic and field specific content. Field-specific academics who've been involved in the programme design will deliver the programme, and the timetable demonstrates how this is organised with field-specific and IPL groups scheduled. Field specific academics are allocated to students to act as academic advisors; this is distinct from the academic assessor role. Practice assessors tell us that they are clear about the academic assessor role and receive good support from the programme team. The programme team, students and PLPs describe a wide range of resources that students have access to in a range of formats to support learning. These include the Oxford Medical Nursing simulation package and the opportunity to practice skills in SHUs healthcare simulation areas.</p>

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 (Nursing). The programme team tell us about how the process to identify student specific developmental needs are identified in relation to achievement of the programme requirements and proficiencies. A clear learning plan is developed to meet these. This is initiated when students complete the self-assessment tool and is discussed with academic advisors.

Students are allocated to practice learning environments relevant to their field of practice. They have field specific practice assessors and have access to practice supervisors who can support them to meet specific proficiencies. PLPs and practice assessors confirm that they support students to access learning opportunities that support the development of proficiency against the skills identified the PADs. Practice assessors tell us that using the RtP nursing PAD ensures that students are assessed effectively against the proficiencies in the practice learning environment. This includes opportunities for students to learn the skills and proficiencies in annexe A and annexe B of the SPRN.

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

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

SHU aren't seeking approval for an RtP midwifery route.

Specialist community and public health nurses (SCPHNs)

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

R2.8 is met (SCPHN). The programme team tell us about how the process to identify student specific developmental needs are identified in relation to achievement of the programme requirements and proficiencies. A clear learning plan is developed to meet these. This is initiated when students complete the self-assessment tool and is discussed with academic advisors.

Students who undertake the nursing and SCPHN RtP route will return to a field of nursing to gain bespoke learning experiences and undertake the practice summative assessment. If successful they repeat the process within a SCPHN

practice learning environment. Programme documentation confirms that SCPHN RtP students undertake relevant SCPHN practice experience. Students demonstrate progression towards and achievement of the SPSCPHN in the RtP SCPHN PAD.

Practice assessors tell us that using the RtP SCPHN PAD ensures that students are assessed effectively to meet the SPSCPHN. The SCPHN programme team representative acts as the SCPHN academic assessor supporting specific learning needs.

Nursing associates

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

SHU aren't seeking approval for an RtP nursing associate route.

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

MET **NOT MET**

R2.9 is met. Safeguarding, consent, pharmacology and medicines administration and optimisation are evidenced in the module descriptor and embedded across the theoretical and practice learning components of the programme. The timetable demonstrates when facilitated skills sessions are scheduled. Students tell us that they can access additional sessions in SHU simulation areas to practise and consolidate their learning. The programme handbook signposts to self-directed materials. There's the opportunity for students to evaluate their learning within field specific sessions with academic advisors.

The respective PADs support development across these areas and ensure that students can demonstrate proficiencies relevant to their field of nursing and specialist public health practice. The PADs include a learning contract specifying when progression feedback from practice assessors, practice supervisors and academic assessors is undertaken. Students and PLPs tell us that the programme supports students to demonstrate proficiency in these areas of practice.

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

MET **NOT MET**

R2.10 is met. Programme documentation and the approval visit confirms that the programme is delivered using a blended learning approach. A range of learning and teaching strategies include a blend of synchronous virtual learning and face to face sessions with SHU clinical skills facilitators to support preparation for practice learning, through simulation and clinical skills rehearsal.

A student representative tells us that they formed a study group who requested and accessed bespoke sessions in the skills labs around specific skills. Practice assessors tell us that they contextualise these skills to student fields of practice. Practice supervisors with specialist skills are utilised to further support additional clinical skills including for example recording and interpreting electrocardiograms. Students have the opportunity to access additional practice learning environments to support specific learning experiences.

The programme documentation confirms that there's effective and proportionate learning and assessment in the programme with formative and summative assessment elements in theory and practice. Students critically reflect on an experience in their professional practice. This clinical experience forms the basis for exploring contemporary health and social care theories, models, and principles to clinically effective and inclusive person-centred care. They are supported to consider the legal, national and professional guidelines in relation to the Code (NMC, 2018) and their role within their field of practice. Practice assessment is recorded in the RtP nursing PAD and the RtP SCPHN PAD.

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

MET **NOT MET**

R2.11 is met. The programme handbook, timetable and module descriptor present a 20-credit, academic level six programme delivered over 37 weeks. Students complete 150 to 300 hours practice learning. Students returning to both part one and part three of the register will undertake 150 hours in each practice learning environment. There's 200 hours theory; students involved in the design of the programme tell us that this will enable them to achieve the programme outcomes. They tell us that they are well supported by the programme team and practice learning environments to access the required programme hours.

Programme documentation and PLPs confirm students will be supported by field specific and SCPHN practice assessors for each practice learning experience. PLPs and the programme team confirm that there's sufficient placement capacity

to ensure students are supported and assessed by appropriately prepared practice assessors and academic assessors.

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: 9 March 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s):

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

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

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

MET **NOT MET**

R3.1 is met. Students tell us that their previous experience is valued and recognised in practice learning environments and by the programme team. Students indicate the area of practice they intend to return to at application to the programme. Students confirm that this is a collaborative process and that they are involved in the decision-making process about the choice of an appropriate practice learning environment. This process supports them to gain learning opportunities in the areas where they identify the need for most development.

Relevant practice learning environments are identified by the programme leader and the SHU practice placement team specific to student fields of practice. Students who wish to undertake a practice placement outside of the SHU placement circuit complete a placement self-source proforma that's verified by the programme leader and the SHU practice placement team. There's evidence of a process to ensure that practice learning environments are suitably educationally audited and compliant with the SSSA. There's a robust placement educational audit and evaluation process that's supported by PLPs. The educational audit process demonstrates that the governance of practice learning environments is a shared responsibility between SHU and PLPs. PLPs and the programme team

confirm that they work in partnership to provide learning opportunities that are sufficient to deliver safe and effective care.

Documentary evidence confirms there's appropriate shared governance and monitoring of the programme. There's a robust approach to information sharing with PLPs in terms of safeguarding and fitness to practise. Student facing documents detail the processes for fitness to practise and for escalating concerns. A SHU academic link lecturer system is distinct from the academic assessor role. PLPs tell us that this system supports collaboration and ensures quality assurance of practice learning environments. Link lecturer and placement teams attend regular PLP meetings to review feedback from all stakeholders involved in practice learning experiences.

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. The programme timetable confirms that students have opportunities to develop communication and relationship management skills. The programme handbook details how students are prepared in practice learning environments and a theoretical context to become leaders and educators. Practice assessors confirm that they support students to contextualise these skills in their field of practice. These skills are mapped and recorded in the RtP nursing PAD and RtP SCPHN PAD.

Students and PLPs confirm that students are assigned to practice assessors and practice supervisors who support and assess them in their allocated practice learning environment. The respective PADs demonstrate how SUCs contribute to student assessment in relation to the implementation of care. Students are supported to develop appropriate communication and relationship management skills for their intended area of practice.

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. Students tell us that they are encouraged and supported by practice assessors to negotiate and arrange visits to relevant clinical areas that support the development of meeting the holistic need of people. All educational audited practice learning environments have identified relevant clinical areas that students

are encouraged to visit as part of their learning. The PADs provide the opportunity to receive testimonial evidence from these visits that contribute to evidence presented to practice assessors. PLPs describe examples of collaboration across practice learning environments to ensure students have a wide range of learning opportunities across organisations.

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

MET **NOT MET**

R3.4 is met. The programme team confirm that students are encouraged to be proactive and self-directed learners; this is clearly articulated to students in the programme handbook. Documentary evidence and the approval visit confirms that students are supported to develop these skills through the self-assessment process.

Students tell us that they attend face to face technology enhanced practical skills training with the use of simulation delivered by SHU clinical skills facilitators. Students have access to the Oxford Medical Simulation virtual reality resources and SHU e-learning packages. This enables them to practise safely and further develop existing skills and rehearse new clinical skills identified in their personal self-assessed skills analysis.

Simulated learning opportunities are identified in the programme documentation. Students confirm that they make use of these resources and find them valuable in developing their knowledge and skills. PLPs tell us that students have access to further resources which are accessible in practice learning environments. These include PLPs training packages. Practice assessors evaluate student learning using these resources as part of the assessment of proficiencies in the PADs.

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

MET **NOT MET**

R3.5 is met. There's documentary evidence that confirms SHU and PLPs have policies and processes in place to take account of individual student need, personal circumstances and reasonable adjustments. Students can access support from the SHU disability support team who for example work with individual students to develop specific learning contracts. Student facing documentation signposts them to policies and resources for reasonable adjustments. Students tell us that they're supported by the SHU practice placement team and PLPs if they

<p>have individual needs. PLPs tell us that offers of a practice learning placement consider students' needs and circumstances, including reasonable adjustments, shift patterns and accessibility.</p> <p>Students tell us that their individual needs are considered at application and they have the opportunity to disclose any disabilities. Programme documentation confirms that processes are in place to support any adjustments needed both with their academic studies and in the practice learning environment. There's evidence that SHU work in partnership with PLPs to ensure that students are supported with any reasonable adjustments required in the practice learning environment. Students tell us that they feel well supported by the programme team and practice learning environments should any adjustments be required.</p>	
<p>Evidence provides assurance that the following requirements are met: R3.6 ensure that students are supernumerary.</p> <p style="text-align: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>	
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met</p> <p style="text-align: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>	
<p>Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met</p> <p style="text-align: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>	
<p>Outcome</p>	
<p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>	
<p>Date: 9 March 2021</p>	
<p>Post event review</p>	
<p>Identify how the condition(s) is met:</p> <p>N/A</p>	
<p>Date condition(s):</p> <p>N/A</p>	
<p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>N/A</p>	

--

Standard 4: Supervision and assessment

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

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

Findings against the standards and requirements

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

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC [Standards framework for nursing and midwifery education](#)
MET **NOT MET**

R4.1 is met. Programme documentation and the approval visit confirm that student support, supervision, learning and assessment complies with the SFNME. There are agreed policies and processes that ensure there's sufficient support, supervision, learning and assessment to enable students to meet required learning outcomes and proficiencies. Students are supervised and assessed in practice learning environments by named practice assessors and practice supervisors. Pre-

registration nursing student representatives at the approval visit tell us about their experiences in the practice learning environment. They confirm there's been effective transitioning to the SSSA and that they feel well supported in practice. They tell us that practice assessors and practice supervisors are well-prepared to support practice learning. The proposed RtP programme students undertake learning in the same practice learning environments as pre-registration nursing students. PLPs confirm a commitment to ensure that practice assessors and practice supervisors are allocated time to prepare for their roles in supporting and supervising RtP students. The SHU link teams work in partnership with PLPs to support clinical and educational staff to work alongside students. The teams have allocated hours dedicated to supporting students and those working alongside them.

RtP students tell us that they're supported and supervised in the practice learning environments. Students understand the scope of their practice and the importance of adherence to the Code.

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

MET **NOT MET**

R4.2 is met. Documentation and the approval visit provide assurance that support, supervision, learning and assessment for RtP students complies with the SSSA. Students are supported throughout practice learning in accordance with the SSSA and have named practice assessors, practice supervisors and academic assessors. The RtP nursing PAD and RtP SCPHN PAD clearly detail the roles and responsibilities of practice assessors, practice supervisors and academic assessors. The SHU link teams work closely with PLPs to support clinical and educational staff who work with students in practice learning environments. The teams have allocated hours dedicated to supporting students and those who support and work alongside them.

PLPs, practice assessors and practice supervisors confirm that they are prepared to support student learning. They describe how the SSSA is applied to SHU NMC programmes. The RtP nursing PAD and the RtP SCPHN PAD are fully aligned to the SSSA. Practice assessors tell us that they have specific experience and are prepared to support RtP students. They confirm that they're prepared and supported in their roles by PLPs, practice education facilitators and SHU link lecturers.

PLPs maintain a live record of practice assessors and practice supervisors that's used to monitor access to SSSA update sessions. The RtP nursing PAD and RtP

SCPHN PAD provide details of the process and frequency of review meetings between students, practice assessors and academic assessors. Progression is reviewed and action plans are developed across the duration of the programme. A final review to assess achievement of the proficiencies is confirmed by practice assessors and agreed by academic assessors.

Evidence provides assurance that the following requirement is met:

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

YES NO

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

R4.4 provide students with feedback throughout the programme to support their development

MET NOT MET

R4.4 is met. Programme documentation confirms that students receive formative and summative feedback from field-specific academic advisors on completion of the self-assessment skills analysis. These feed forward to student academic and clinical development and progression towards achievement of the proficiencies. Students receive ongoing formative feedback from practice assessors and practice supervisors that's recorded in the respective PADs.

Students have scheduled intermediate, mid- and end-point reviews with practice assessors and academic assessors in practice learning environments. The formative feedback approach is to review progression with the skills identified at self-assessment. Feedback on progression towards achievement of the proficiencies are recorded in the RtP nursing and RtP SCPHN PADs. The PADs incorporate SUC feedback. Formative feedback supports academic development and prepares students for the summative written reflection that requires them to critically reflect on an experience in their professional practice. Students confirm that they receive ongoing and supportive feedback from placement teams and the programme team.

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

MET NOT MET

R4.5 is met. The respective PADs record student progression towards achievement of the required proficiencies and achievement of these. PLPs confirm that practice learning environments support the opportunity for practice assessors and practice supervisors to support students to achieve. PLPs and students tell us that the programme prepares them for readmission to, or remaining on, the register.

All programme and practice learning outcomes and proficiencies must be successfully achieved by students for completion of the programme. Programme outcomes are assessed through formative and summative assessments. The programme handbook clearly details the assessment process and the arrangements for non-achievement, reassessment and retrieval of learning. If any practice learning concerns are raised that impact on progression, SHU link teams liaise with practice assessors and academic assessors. Action plans are developed and reviewed regularly to support students to achieve the required standard of proficiency and programme outcomes.

An appropriately qualified external examiner reviews assessments. They can attend an annual review of practice learning environments with the opportunity to meet practice assessors, practice supervisors and students.

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

MET **NOT MET**

R4.6 is met. The theoretical development of communication and relationship management skills and procedures are detailed in the programme timetable. Field specific context is further developed through discussion between students and academic advisors. Students are signposted to the relevant resources to support learning. Communication skills are assessed in the practice learning environment and mapped against the SPRN and the SPSCPHN. Students tell us that their life experiences ensure confidence to achieve in this area of practice.

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

MET **NOT MET**

R4.7 is met. Programme documentation confirms and PLPs tell us that they work collaboratively with the programme team to ensure robust assessment processes are in place to assess student proficiencies in preparation for being readmitted to, or to remaining on, the NMC register.

Programme documentation confirms that assessment methods comply with SHU regulations, and in combination with the respective PADs there's validity of assessment methods used in both theory and practice. There are robust processes in place to ensure practice learning staff support students. Academic assessors meet with students and practice assessors on three occasions to monitor progression and to confirm achievement of the proficiencies. Students tell us that the programme prepares them for readmission to, or remaining on, the register.

Evidence provides assurance that the following requirement is met:

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

YES **NO**

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

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

MET **NOT MET**

R4.9 is met. Programme documentation and the approval visit provides assurance that students are appropriately assessed to ensure they deliver safe and effective practice and are suitable to be readmitted to, or remain on, the NMC register. Practice learning provides suitable experiences for students to learn and practice the skills and procedures to meet the SPRN, the SPSCPHN and the SRtPP. These are assessed and recorded in the RtP nursing PAD and the RtP SCPHN PAD. PLPs tell us that they're confident that students completing the RtP programme are suitably prepared to be readmitted to, or to remain on, the register. PLPs and students tell us that the programme prepares students to be safe and effective.

The results of the programme assessments are quality assured by SHU procedures and subject to external examiner scrutiny.

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: 9 March 2021

Post event review

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

Date condition(s) met:
 N/A

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

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 <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>
R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and	YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
SHU aren't seeking approval for an RtP nursing associate route.	
R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register.	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 9 March 2021	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Section four

Sources of evidence

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

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

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

Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
RtP midwifery and RtP nursing associate routes are not presented for approval.		
List additional documentation:		
CQC quality report, Sheffield Health and Social Care NHS Foundation Trust, 3 April 2020		
Post visit documentation: SHU, approval outcome response, 29 March 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Graduate, RtP student, 2019 cohort, x one Current RtP students, 2020 cohort, x two Pre-registration adult nursing student, year two x one Pre-registration children's nursing student, year three x one		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

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

Mott MacDonald Group Disclaimer

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

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

Issue record

Final Report

Author(s):	Niall McLaughlin	Date:	22 March 2021
Checked by:	Bernadette Martin	Date:	29 March 2021
Submitted by:	Amy Young	Date:	7 May 2021
Approved by:	Leeann Greer	Date:	7 May 2021