

Programme Major Modification report

Section one

Programme provider name:	University of Hertfordshire
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	<p>Barnet, Enfield and Haringey Mental Health NHS Trust</p> <p>Bedford Hospital NHS Trust</p> <p>Central and Northwest London NHS Foundation Trust</p> <p>East and North Hertfordshire NHS Trust</p> <p>East London NHS Foundation Trust</p> <p>Hertfordshire Community NHS Trust</p> <p>East and South Hertfordshire Community NHS Trust</p> <p>Hertfordshire Community NHS Trust</p> <p>Hertfordshire Partnership NHS Foundation Trust</p> <p>Bedfordshire Clinical Commissioning Group (CCG)</p> <p>Herts Valley CCG</p> <p>Luton and Dunstable Hospital NHS Foundation Trust</p> <p>North East London NHS Foundation Trust</p> <p>Royal Free London NHS Foundation Trust</p> <p>Royal National Orthopaedic Hospital NHS Trust</p> <p>Essex Partnership University Foundation Trust</p>

<p>Programme reviewed:</p>	<p>Return to practice:</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>Specialist community public health nursing:</p> <p>Generic <input type="checkbox"/></p> <p>Nursing Associate <input type="checkbox"/></p>
<p>Title of current programme:</p>	<p>Return to Practice</p>
<p>Title of modified programme if changed:</p>	<p>N/A</p>
<p>Academic level of current programme:</p>	
<p>RtP Nursing Adult</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>RtP Nursing Mental Health</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>

<p>RtP Nursing Children's</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>RtP Nursing Learning disabilities</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>RtP Midwifery</p>	<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>
<p>RtP SCPHN Generic</p>	<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>
<p>RtP Nursing Associate</p>	<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>
<p>Academic level of modified programme if changed:</p>	

<p>RtP Nursing Adult</p>	<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> <p><input checked="" type="checkbox"/> N/A</p>
<p>RtP Nursing Mental Health</p>	<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> <p><input checked="" type="checkbox"/> N/A</p>
<p>RtP Nursing Children's</p>	<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> <p><input checked="" type="checkbox"/> N/A</p>
<p>RtP Nursing Learning disabilities</p>	<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> <p><input checked="" type="checkbox"/> N/A</p>
<p>RtP Midwifery</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p>

	<input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input type="checkbox"/> N/A									
RtP SCPHN Generic	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input type="checkbox"/> N/A									
RtP Nursing Associate	England only (Nursing Associate) <input type="checkbox"/> Level 5 England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input type="checkbox"/> N/A									
Programme start date: Return to practice: Nursing: Adult Mental health Children's Learning disabilities Midwifery Specialist community public health nursing: Health visiting School nursing Occupational health nursing Family health nursing Generic	<table border="1"> <tr><td>4 January 2021</td></tr> <tr><td>4 January 2021</td></tr> <tr><td>4 January 2021</td></tr> <tr><td>4 January 2021</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>	4 January 2021	4 January 2021	4 January 2021	4 January 2021					
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Nursing Associate	<input type="text"/>
Date of approval:	14 October 2020
Type of Modification:	Desktop
QA visitor(s):	Registrant Visitor: Jo Lidster

Section two

Summary of review and findings

University of Hertfordshire (UH), school of health and social work provides a return to practice (RTP) programme which was approved by the Nursing and Midwifery Council (NMC) on 10 January 2020. This programme facilitates nurses to re-join the NMC register.

The programme incorporated the practice assessment document (PAD), an adapted version originally developed by the pan-London practice development group. Subsequently to the programme approval, the West Midlands RTP group, in collaboration with practice learning partners (PLPs), academic staff, returners and service users across England have built on this work and developed the England PAD for RTP nursing programmes (England RTP PAD).

The modification proposal is to adopt the England RTP PAD and related mapping and guidance. The modification is limited to replacing the pan-London PAD with the England RTP PAD for this programme. There are no other changes proposed to the programme.

The rationale for this desktop major modification is twofold:

- The England RTP PAD is proportionate and appropriate for the RTP programme and developed specifically for RTP in England.
- The England RTP PAD was recommended for approval by the NMC in March 2020 and meets the Standards for RTP programmes (NMC, 2019).

PLPs and the programme team confirm the modification proposal is collaboratively developed and reflects their shared ambition for the programme to incorporate the England RTP PAD. The modification meets the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC, 2018) at programme level.

The modification is recommended to the NMC for approval.

Recommended outcome of the approval panel

Programme is recommended to the NMC for approval



<p>Recommended outcome to the NMC:</p>	<p>Programme is recommended for approval subject to specific conditions being met <input type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<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>None identified</p>
<p>Date condition(s) to be met:</p>	
<p>Recommendations to enhance the programme delivery:</p>	<p>None identified</p>
<p>Focused areas for future monitoring:</p>	<p>None identified</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:	
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:	

Section three

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

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 confirms that the England RTP PAD has been developed in collaboration with PLPs, academic staff, returners and service users across England. Review of evidence in gateway three confirms that the UH RTP programme has been developed, and is delivered, collaboratively with PLPs, service users and student representatives.

Documentary evidence confirms that the school's service user and public involvement co-ordinator has been informed of the proposed modification.

PLPs and the programme team confirm and describe an established collaborative approach to programme developments between the approved education institution (AEI) and the local PLPs. PLPs report a close working relationship with the programme team, with multiple opportunities to communicate and discuss programmes. PLPs report they have had multiple opportunities to discuss the England RTP PAD and its use for UH RTP students.

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

MET **NOT MET**

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

MET **NOT MET**

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

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

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

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

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

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

R1.2.5 have capability in literacy to meet programme outcomes

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

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

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

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

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

R1.7 support students throughout the programme in updating their abilities in

numeracy, literacy, digital and technological literacy to meet programme outcomes.

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

Proposed transfer of current students to the programme under review

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the [Standards for return to practice programmes](#) (NMC, 2019).

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

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

YES NO

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

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

YES NO

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

YES NO

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

YES NO

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

YES NO

R1.2.5 have capability in literacy to meet programme outcomes

YES NO

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

YES NO

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

YES NO

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

YES NO

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

YES NO

Provide an 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. There is no change to the requirement since approval on 10 January 2020.

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. There is no change to the requirement since approval on 10 January 2020.

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 leader confirms that there are no current students transferring to future occurrences of the UH RTP programme and that no students will be transferring to the new England RTP PAD.

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

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

All RTP students are under the SSSA since approval on 10 January 2020.

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: 14 October 2020

Post event review

Identify how the condition(s) is met

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET

NOT MET

N/A

Standard 2: Curriculum

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

- R2.1 ensure programmes comply with the NMC [Standards framework for nursing and midwifery education](#)
- R2.2 comply with the NMC [Standards for student supervision and assessment](#)
- R2.3 ensure that programme learning outcomes reflect relevant standards of proficiency
- R2.4 design and deliver a programme that supports students to return to their intended area of practice
- R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.6 state routes within the return to practice programme that allows:
 - R2.6.1 nurses to be readmitted to, or remain on, the register in one or more of the specific fields of nursing practice: adult, children, learning disabilities and mental health nursing
 - R2.6.2 midwives to be readmitted to, or remain on, the register as midwives
 - R2.6.3 specialist community and public health nurses (SCPHNs) to be readmitted to, or remain on, the register as specialist community and public health nurses
 - R2.6.4 nursing associates to be readmitted to, or remain on, the register as nursing associates
- R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, children, learning disabilities and mental health nursing
- R2.8 set out the general and professional content necessary to confirm the relevant standards of proficiency and programme outcomes for each part of the register
- R2.9 ensure that specific content such as: safeguarding, consent, pharmacology and medicines administration and optimisation is included for the student to be readmitted to, or remain on, the register

R2.10 ensure the curriculum uses a range of learning and teaching strategies which may include flexible or distance learning, which must be used effectively and proportionately to support learning and assessment, and
R2.11 ensure that all return to practice programmes are an appropriate length to support programme outcomes.

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

R2.1 ensure programmes comply with the NMC [Standards framework for nursing and midwifery education](#)
Yes No

R2.2 comply with the NMC [Standards for student supervision and assessment](#)
Yes No

R2.3 ensure that programme learning outcomes reflect relevant standards of proficiency
Nursing/ fields of nursing practice: adult, children, learning disabilities and mental health nursing
Yes No N/A

Midwives to be readmitted to, or remain on, the register as midwives
Yes No N/A

Specialist community and public health nurses (SCPHNs)
Yes No N/A

Nursing associates
Yes No N/A

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

Documentary evidence confirms the England RTP PAD has been mapped to the Future nurse: Standards of proficiency for registered nurses (NMC, 2018) to support students returning to their area and field 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

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

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

Yes No N/A

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

Yes No N/A

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

Yes No N/A

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

Yes No N/A

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

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

MET NOT MET

R2.7 is met. There is no change to the requirement since approval on 10 January 2020.

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. Documentary evidence confirms the England RTP PAD has been mapped to the Future nurse: Standards of proficiency for registered nurses (NMC, 2018) to support students returning to their area and field of practice.

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

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

Specialist community and public health nurses (SCPHNs)

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

Nursing associates

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

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. There is no change to the requirement since approval on 10 January 2020.

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. There is no change to the requirement since approval on 10 January 2020.

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

MET **NOT MET**

R2.11 is met. There is no change to the requirement since approval on 10 January 2020.

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: 14 October 2020

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s):

N/A

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

N/A

Standard 3: Practice learning

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

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

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

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

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

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

R3.6 ensure that students are supernumerary.

Findings against the standard and requirements

Provide an 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. There is no change to the requirement since approval on 10 January 2020.

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. There is no change to the requirement since approval on 10 January 2020.

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. There is no change to the requirement since approval on 10 January 2020.

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. Documentary evidence show opportunities for students to access technology enhanced and simulation-based learning opportunities to support their learning. PLPs and the programme team report that during the initial tripartite meeting between the academic assessor, practice assessor and RTP student, opportunities for exposure to undertake proficiencies are discussed and students will have an individualised plan to achieve these. PLPs report that they have scoped where clinical skills can be achieved throughout their organisation and support RTP students to access these as required. Where deficits exist, opportunities with neighbouring organisations are offered. PLPs report that this ensures students have maximum opportunity to meet their required proficiencies. The PLPs and programme team confirm that proficiencies are assessed through simulation or evidence-based discussion only in exceptional circumstances. PLPs provided an example of an exceptional circumstance as a student requiring cannulation proficiency who was on placement in a hospice environment. PLPs and the programme team report that proficiency in practical skills, for example phlebotomy and cannulation, is exceptionally assessed via simulation and UH has facilities to deliver this. PLPs and the programme team report that proficiency in communication skills is exceptionally assessed via an evidence-based discussion. They confirm that evidence-based discussion would not be used to exceptionally assess practical skills and proficiencies.

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 is no change to the requirement since approval on 10 January 2020.

Evidence provides assurance that the following requirements are met:

R3.6 ensure that students are supernumerary.

Yes **No**

R3.6 is met. There is no change to the requirement since approval on 10 January 2020.

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

YES **NO**

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

	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 14 October 2020	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s):	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

Findings against the standards and requirements

Provide an 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. Documentary evidence, PLPs and the programme team confirm that practice assessors, practice supervisors and academic assessors have been informed of the proposed change to the PAD for RTP students.

PLPs and the programme team report that RTP programme requirements is included in preparation workshops and updates for practice assessors, practice supervisors and academic assessors. The PLPs and programme lead report that once a RTP student is allocated to an area, the academic assessor liaises directly with the practice assessor and practice supervisor ensuring they are suitably prepared to support the RTP student.

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. The NMC validated England RTP PAD complies with the SSSA. Evidence in gateway three and the documentary evidence provided for the modification confirms that the requirements set in these standards are met. The evidence confirms related processes for student allocation, supervisor/assessor preparation and support and related guidance complies with these standards.

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**

R4.3 is met. There is no change to the requirement since approval on 10 January 2020.

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. There is no change to requirement since approval on 10 January 2020.

Documentary analysis of the England RTP PAD confirms opportunity for student feedback throughout the placement learning experience.

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. There is no change to the requirement since approval on 10 January 2020.

Documentary analysis of the England RTP PAD confirms opportunity for student to 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

MET **NOT MET**

R4.6 is met. There is no change to requirement since approval on 10 January 2020.

Documentary analysis of the England RTP PAD confirms opportunity for students to meet communication and relationship management skills and procedures.

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

MET **NOT MET**

R4.7 is met. There is no change to the requirement since approval on 10 January 2020.

Documentary analysis of the England RTP PAD confirms opportunity for students to be assessed to confirm proficiency in preparation for being readmitted to, or remaining on, the register. PLPs and the programme team confirm this.

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**

R4.8 is met. Documentary analysis of the England RTP PAD confirms proficiencies are recorded in a record of achievement which confirms proficiencies and skills have been met.

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. There is no change to the requirement since approval on 10 January 2020.

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: 14 October 2020

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

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

Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome			
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 14 October 2020			
Post event review			
Identify how the condition(s) is met:			
N/A			
Date condition(s) met:			
N/A			
Revised outcome after condition(s) met:		MET <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 <i>Please specify route</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook <i>Please specify route:</i>		
Nursing / field of nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice placement handbook:		
Identify the routes:	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nursing		
PAD linked to competence outcomes, and mapped against Standards for return to practice 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the Standards for return to practice programmes (NMC, 2019) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme lead:		
Nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" 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		
The major modification related solely to the nursing route of the RTP programme.		
List additional documentation:		
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 type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, please identify cohort year/programme of study:		
Service users and carers	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation This is a desktop modification review, no requirement for students and service users and carer to attend. Both stakeholder groups attended programme approval.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
If you stated no above, please provide the reason and mitigation Not required for a desktop major modification review.		

Additional comments:
None identified.

Mott MacDonald Group Disclaimer

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

Issue record

Final Report

Author(s):	Dr Jo Lidster	Date:	16 October 2020
Checked by:	Pamela Page	Date:	22 October 2020
Submitted by:	Amy Young	Date:	5 November 2020
Approved by:	Leeann Greer	Date:	5 November 2020