Safe, kind, effective care through quality assurance of nursing, midwifery and nursing associate education.

Programme Major Modification report

Section one

Programme provider name:	University of Brighton
Programme reviewed: *This is the NMC programme title(s)*	**Return to practice:** **Nursing:** Adult ⊠ Mental health ⊠ Children's ⊠ Learning disabilities ☐ **Midwifery** ☐ **Nursing Associate** ☐ **SCPHN** ⊠ **Nursing/SCPHN** ⊠ **Midwifery/SCPHN** ☐

AEI programme title(s):	
Current AEI programme title(s): *Please include all currently approved programme titles*	Return to Practice for Nursing Return to Practice for SCPHN Return to Practice for Nursing/SCPHN
Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A*	N/A
Additional AEI programme title(s) if applicable: *Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A*	N/A
Academic level of current programme:	

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RtP Nursing Adult	England, Wales, Northern Ireland ☒ Level 6　☐ Level 7 SCQF ☐ Level 9　☐ Level 10 ☐ Level 11 ☐ N/A
RtP Nursing Mental Health	England, Wales, Northern Ireland ☒ Level 6　☐ Level 7 SCQF ☐ Level 9　☐ Level 10 ☐ Level 11 ☐ N/A
RtP Nursing Children's	England, Wales, Northern Ireland ☒ Level 6　☐ Level 7 SCQF ☐ Level 9　☐ Level 10 ☐ Level 11 ☐ N/A
RtP Nursing Learning Disabilities	England, Wales, Northern Ireland ☐ Level 6　☐ Level 7 SCQF ☐ Level 9　☐ Level 10 ☐ Level 11 ☒ N/A
RtP Midwifery	England, Wales, Northern Ireland ☐ Level 6　☐ Level 7 SCQF ☐ Level 9　☐ Level 10 ☐ Level 11

	☒ N/A
RtP Nursing Associate	England only ☐ Level 5 ☐ Level 6 ☐ Level 7 ☒ N/A
RtP SCPHN	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
RtP Nursing/SCPHN	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
RtP Midwifery/SCPHN	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Academic levels of modified/additional programme(s)/route(s):	
RtP Nursing Adult	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11

	□ N/A
RtP Nursing Mental Health	England, Wales, Northern Ireland ☒ Level 6 □ Level 7 SCQF □ Level 9 □ Level 10 □ Level 11 □ N/A
RtP Nursing Children's	England, Wales, Northern Ireland ☒ Level 6 □ Level 7 SCQF □ Level 9 □ Level 10 □ Level 11 □ N/A
RtP Nursing Learning Disabilities	England, Wales, Northern Ireland □ Level 6 □ Level 7 SCQF □ Level 9 □ Level 10 □ Level 11 ☒ N/A
RtP Midwifery	England, Wales, Northern Ireland □ Level 6 □ Level 7 SCQF □ Level 9 □ Level 10 □ Level 11 ☒ N/A
RtP Nursing Associate	England only (Nursing Associate) □ Level 5 □ Level 6 □ Level 7 ☒ N/A
RtP SCPHN	England, Wales, Northern Ireland ☒ Level 6 □ Level 7

	SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
RtP Nursing/SCPHN	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
RtP Midwifery/SCPHN	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Programme approval dates:	
Date of NMC approval of the programme being modified: *This is the approval date under the most recent NMC standards.*	18 December 2020
Date(s) of NMC approval of any modifications since last approval:	
Programme start dates:	
Current modification programme start date: **Return to practice:** **Nursing:** Adult Mental health Children's Learning disabilities **Midwifery** **Nursing Associate**	Please confirm the start date 6 February 2023 6 February 2023 6 February 2023

SCPHN	6 February 2023
Nursing/SCPHN	6 February 2023
Midwifery/SCPHN	
Date of modification:	23 August 2022
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Theresa Titchener

Summary of review and findings

The University of Brighton (UoB), school of sport and health sciences has an established record of providing return to practice (RtP) programmes. The programme was approved by the Nursing and Midwifery Council (NMC) on 18 December 2020, following programme approval visit on 21 October 2020 for RtP nursing and specialist community public health nursing (SCPHN).

The rationale for this major modification is to change to an online delivery as the singular route to deliver the theoretical content. There are no changes to the approved learning outcomes, assessment or timetable.

The programme is mapped against the Standards for RtP programmes (SRtPP) (NMC, 2019), the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018) and Standards of proficiency for specialist community public health nurses (SPSCPHN) (NMC, 2004). The programme is delivered part-time at level six.

The proposed modification offers the RtP programme in an online learning format. On discussion with the programme team at the major modification visit, this has been driven at a strategic level by the school and university to develop their online portfolio and to maximise the number of students applying to undertake RtP nursing, nursing/SCPHN and SCPHN. Assessment of a student in practice learning will continue to be via the England RtP nursing practice assessment document (PAD) or SCPHN PAD.

There's programme documentary evidence and the programme team confirm that quality assurance processes are in place in relation to placement learning including processes for addressing adverse reports. Education audit documents and Care Quality Commission (CQC) reports are reviewed for practice learning partners (PLPs) outside of UoB's normal placement areas.

Following discussion with students, service user groups and PLPs they have little involvement in the development, delivery and evaluation of the online route.

This visit is undertaken by remote means.

Arrangements at programme level do not meet the requirements of the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018). The requirements of the Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The modification to the RtP programme is recommended for approval subject to one NMC condition.

Updated 9 October 2022:

Evidence is provided to meet the one NMC condition. The condition is now met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** Condition one: Confirm the processes via an implementation plan as to how service users and carers (SUCs), PLPs and students co-produce the RtP programme in terms of design, delivery and evaluation. (SFNME R1.12; SRtPP R2.1) **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:**

	None identified.
Date condition(s) to be met:	4 October 2022
Recommendations to enhance the programme delivery:	None identified.
Focused areas for future monitoring:	Practice assessor and practice supervisor training to support students in practice.

Programme is recommended for approval subject to specific conditions being met		
Commentary post review of evidence against conditions: Additional programme documentation provides evidence that the NMC condition is met. The programme team has provided an implementation plan and documentary evidence which details how SUCs, PLPs and students will contribute to the RtP programme design, development, delivery and evaluation. Condition one is now met.		
AEI Observations	Observations have been made by the education institution YES ☐ NO ☒	
Summary of observations made, if applicable		
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐	
Date condition(s) met:	3 October 2022	

Section three

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

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

Please refer to the following NMC standards reference points for this section:
Standards framework for nursing and midwifery education (NMC, 2018) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working **Standard 2: Educational governance and quality:** R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders R2.4 comply with NMC *Standards for student supervision and assessment* R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

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

Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress
towards, and achievement of, proficiencies and skills

**Standard 4: Practice supervisors: contribution to assessment and
progression:**
R4.3 have sufficient opportunities to engage with practice assessors and academic
assessors to share relevant observations on the conduct, proficiency and
achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors
is scheduled for relevant points in programme structure and student
progression

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors
is scheduled for relevant points in programme structure and student
progression

Findings against the standard and requirements

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

There's evidence of effective partnership working between the programme team
and PLPs. Documentary evidence for RtP indicate the team's commitment to
working with key stakeholders to develop, deliver and continually enhance the RtP
programme.

The school has robust policies and processes for programme governance which
stakeholders tell us they have confidence in. There's a fitness to practise policy
and PLPs tell us they know how to raise concerns. They tell us they are fully
supported by the programme team. The school has a service user strategy
document providing guidance on service user involvement in curriculum
development, delivery and evaluation.

There are established communication pathways at strategic and operational levels between PLPs and the school ensuring effective partnership working. PLPs out of area are contacted by the programme leader prior to commencement of a student to ensure the placement is prepared and educational audits are in place. Further checks are undertaken to ensure that any risks to the quality and safety of student practice learning identified via adverse CQC reporting are being addressed and monitored. The school and PLPs are proactive if student or practice learning issues are identified. They work in partnership to resolve issues in a timely manner. Practice assessors, practice supervisors and students tell us they know how to raise concerns.

The school service user strategy provides guidance for the development and inclusion of service users across the programme. Service users tell us they are supportive of the online learning route. They tell us they are involved in the interviewing process by the development of questions relating to the NMC code of conduct. The programme team and service users tell us that there's ongoing development of service user involvement in the programme. Practice assessors include feedback from service users within the PAD. Service user representatives tell us they've not been included in consultation about or contributed to the development and design of the online delivery of the programme. (Condition one)

The student present at the visit provides feedback on behalf of other students on the programme and tells us they are supportive of the online format delivery of the programme. They tell us of positive experiences using the online learning components of the blended learning route in terms of the easy-to-use information technology (IT) learning platforms and extensive support from the programme team which ensures a positive and more flexible learning experience.

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** ☒

Service users, PLPs and students confirm they're not involved in the development, delivery or evaluation of the online RtP programme.

Condition one: Confirm the processes via an implementation plan as to how SUCs, PLPs and students co-produce the RtP programme in terms of design, delivery and evaluation. (SFNME R1.12; SRtPP R2.1)

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** ☐

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Post event review

Identify how the condition(s) is met:

Condition one: The programme team has provided an implementation plan and documentary evidence which details how SUCs, PLPs and students will contribute to the RtP programme design, development, delivery and evaluation.

Condition one is met.

Evidence:
UoB response to condition implementation plan, undated
Practice learning partnership meeting agenda, 3 October 2022
Student and staff forum meeting guidance, 2022-2023
Student and staff forum standard agenda, undated
Student and staff forum minute template, undated
Student and staff action plan template, undated
School of sport and health sciences practice learning newsletter, summer 2021
School of sport and health sciences practice learning newsletter, spring 2022
School of sport and health sciences cohort representative feedback for student and staff forum, undated

Date condition(s) met: 3 October 2022

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

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

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

R1.2.1 demonstrate values in accordance with *the Code*

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

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

R1.2.4 can demonstrate they meet NMC *English language requirements*

R1.2.5 have capability in literacy to meet programme outcomes

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

R1.3 ensure students' *health and character* is sufficient to enable safe and effective practice on entering the programme, throughout the programme

and when submitting the supporting declaration of health and character in line with the NMC's *health and character guidance*. This includes facilitating satisfactory and timely occupational health assessment and criminal record checks.

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

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

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

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

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

Proposed transfer of current students to the programme under review
Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the *Standards for return to practice programmes* (NMC, 2019).

Proposed transfer of current students to the ***Standards for student supervision and assessment*** (NMC, 2018).
Demonstrate a robust process to transfer current students onto the ***Standards for student supervision and assessment*** (NMC, 2018).

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

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

YES ☒   **NO** ☐

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

R1.2.1 demonstrate values in accordance with *the Code*

YES ⊠   **NO** ☐

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

YES ⊠   **NO** ☐

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

YES ⊠   **NO** ☐

R1.2.4 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 <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met

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

MET ☒   **NOT MET** ☐

R1.6 is met. Unchanged through this modification.

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. Unchanged through this modification.

Proposed transfer of current students to the programme under review
From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the Standards for return to practice programmes **will be met through the transfer of existing students onto the proposed programme.** No students are transferring to the modified 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. The SSSA is embedded into the existing RtP programme.
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:** 23 August 2022
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

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| 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*

<div align="right">

YES ☐   **NO** ☒
</div>

R2.1 is not met. Stakeholders tell us they've not been included in consultation about or contributed to the development and design of the online delivery of the programme. (Condition one)

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

<div align="right">

YES ☒   **NO** ☐
</div>

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

<div align="right">

YES ☒   **NO** ☐   **N/A** ☐
</div>

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

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YES ☐   **NO** ☐   **N/A** ☒
</div>

A midwifery route is not proposed.

Specialist community and public health nurses (SCPHNs)

<div align="right">

YES ☒   **NO** ☐   **N/A** ☐
</div>

Nursing associates

<div align="right">

YES ☐   **NO** ☐   **N/A** ☒
</div>

A nursing associate route is not proposed.

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

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

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MET ☒   **NOT MET** ☐
</div>

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nursing associate education.

R2.4 is met. Unchanged through this modification.

Evidence provides assurance that the following requirements are met:

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

YES ☐   **NO** ☐   **N/A** ☒

The programme is delivered in England.

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

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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☐   **NO** ☐   **N/A** ☒

A midwifery route is not proposed.

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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☐   **NO** ☐   **N/A** ☒

A nursing associate route is not proposed.

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

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

MET ☒   **NOT MET** ☐   **N/A** ☐

R2.7 is met. Documentary analysis and discussion with the programme team at the major modification visit provides evidence that there's specific training and development in place to support all students undertaking the online or blended learning route. Digital skills are assessed prior to the start of the programme in the

form of completion of a pre-course digital skills survey. An e-learning package to support students develop their knowledge of IT learning technology is undertaken prior to commencement of the programme. Once on the programme students are allocated to digital learning buddies to support them with ongoing development of digital technology. Students, SUCs and PLPs at the modification visit confirm the quality and effectiveness of the digital platforms.

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). Unchanged through this modification.

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

MET ☐   NOT MET ☐   N/A ☒

A midwifery route is not proposed.

Specialist community and public health nurses (SCPHNs)

MET ☒   NOT MET ☐   N/A ☐

R2.8 (SCPHN) is met. Unchanged through this modification.

Nursing associates

MET ☐   NOT MET ☐   N/A ☒

A nursing associate route is not proposed.

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. Unchanged through this modification.

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. Documentary evidence indicates teaching is synchronous and uses seminars and problem-based learning delivered via Microsoft Teams. Students report positive and supportive experiences of the online format of the programme. They tell us of positive experiences using the online learning components of the blended learning route in terms of the easy-to-use IT learning platforms and extensive support from the programme team which ensure a positive and more flexible learning experience for them.

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

MET ☒   **NOT MET** ☐

R2.11 is met. Unchanged through this modification.

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

YES ☐   **NO** ☒

Stakeholders tell us they've not been included in consultation about or contributed to the development and design of the online delivery of the programme. (Condition one)

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** ☒

Stakeholders tell us they've not been included in consultation about or contributed to the development, design and delivery of the online programme. (Condition one)

Condition one: Confirm the processes via an implementation plan as to how SUCs, PLPs and students co-produce the RtP programme in terms of design, delivery and evaluation. (SFNME R1.12; SRtPP R2.1)

Date: 23 August 2022

Post event review

Identify how the condition(s) is met:

Condition one: The programme team has provided an implementation plan and documentary evidence which details how SUCs, PLPs and students will contribute to the programme design, development, delivery and evaluation.

Condition one is now met.

Evidence:
UoB response to condition implementation plan, undated
Practice learning partnership meeting agenda, 3 October 2022
Student and staff forum meeting guidance, 2022-2023
Student and staff forum standard agenda, undated
Student and staff forum minute template, undated
Student and staff action plan template, undated
School of sport and health sciences practice learning newsletter, summer 2021
School of sport and health sciences practice learning newsletter, spring 2022
School of sport and health sciences cohort representative feedback for student and staff forum, undated

Date condition(s) met: 3 October 2022

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

Standard 3: Practice learning

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

Findings against the standard and requirements

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

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

MET ☒   **NOT MET** ☐

R3.1 is met. Documentary evidence suggests that a range of learning opportunities are made available to students, including technology enhanced learning, problem-based learning activities and practice-based learning, alongside online teaching.

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. Unchanged through this modification.

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. Unchanged through this modification.

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 and discussion with the programme team at the major modification visit provide evidence that there's a range of learning opportunities made available to students including technology enhanced learning and stimulation-based learning in the practice setting, alongside online teaching.

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

MET ☒   **NOT MET** ☐

R3.5 is met. Unchanged through this modification.

Evidence provides assurance that the following requirements are met:
R3.6 ensure that students are supernumerary.

YES ☒   **NO** ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met **YES** ☒   **NO** ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met **YES** ☒   **NO** ☐

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐ **Date:** 23 August 2022
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 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment R4.3 ensure they inform the NMC of the name of the person responsible for directing the education programme R4.4 provide students with feedback throughout the programme to support their development R4.5 ensure throughout the programme that students meet the required standard of proficiency and programme outcomes to be readmitted to, or remain on, the register R4.6 ensure that students meet communication and relationship management skills and procedures

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

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

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

Findings against the standards and requirements

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

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

MET ☒   **NOT MET** ☐

R4.1 is met. Programme documentary evidence and discussion at the visit confirm that there are processes in place to ensure the quality of the practice learning environment and ensure supernumerary status of students. Regular meetings are held with the programme lead to discuss quality assurance issues, including education audits and CQC reports.

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. PLPs tell us that their staff attend workshops in practice settings or attend the approved education institution (AEI) practice supervisor and practice assessor workshops in preparation for their SSSA roles. The preparation includes specific reference to RtP students and their learning needs. Regular updates are held which include information about the RtP programme. PLPs maintain a database as a live record of practice supervisors and practice 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 <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met

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

MET ☒   **NOT MET** ☐

R4.4 is met. Unchanged through this modification.

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. Unchanged through this modification.

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

MET ☒   **NOT MET** ☐

R4.6 is met. Unchanged through this modification.

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. Unchanged through this modification.

Evidence provides assurance that the following requirement is met:

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

YES   ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R4.9 is met. Unchanged through this modification.

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: 23 August 2022	

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.
R5.4 notify students during and before successful completion of the programme that they have five years to reinstate their registration with the NMC. In the event of a student failing to re-register within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

R5.1 ensure that the minimum credits/award for a return to practice programme for nurses and midwives is at bachelor's degree level

YES ☒ **NO** ☐ **N/A** ☐

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

YES ☒ **NO** ☐ **N/A** ☐

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

YES ☒ **NO** ☐

R5.4 notify students during and before successful completion of the programme that they have five years to reinstate their registration with the NMC. In the event of a student failing to re-register within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

Outcome
Is the standard met? **MET** ☒ **NOT MET** ☐
Date: 23 August 2022
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

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s)	☒	☐
Module descriptors ***Please specify route:*** Nursing / field of nursing	☒	☐
Midwifery	☐	☒
SCPHN	☒	☐
Nursing associate	☐	☒
Student facing documentation including: programme handbook ***Please specify route:*** Nursing / field of nursing	☒	☐
Midwifery	☐	☒
SCPHN	☒	☐
Nursing associate	☐	☒
Practice assessment documentation (PAD) **Please indicate** which Standards of proficiency/competencies the PAD relates to: Nursing / field of nursing	☒	☐
Midwifery	☐	☒
SCPHN	☒	☐
Nursing associate	☐	☒
Practice placement handbook: ***Please specify route:*** Nursing / field of nursing	☒ / ☐	☐

Midwifery	☒	☒
SCPHN		☐
Nursing associate	☐	☒
PAD linked to competence outcomes, and mapped against *Standards for return to practice programmes* (NMC, 2019) for each route: Nursing / field of nursing	☒	☐
Midwifery	☐	☒
SCPHN	☒	☐
Nursing associate	☐	☒
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the Standards for return to practice programmes (NMC, 2019) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
Programme lead: Nursing	☒	☐
Midwifery	☐	☒
SCPHN	☒	☐
Nursing associate	☐	☒
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	☒	☐
If you stated no above, please provide the reason and mitigation: This major modification visit relates to RtP nursing (adult, child and mental health), nursing/SCPHN and SCPHN only.		
List additional documentation: Post visit documentation: UoB response to condition implementation plan, undated		

Practice learning partnership meeting agenda, 3 October 2022
Student and staff forum meeting guidance, 2022-2023 Student and staff forum standard agenda, undated Student and staff forum minute template, undated Student and staff action plan template, undated School of sport and health sciences practice learning newsletter, summer 2021 School of sport and health sciences practice learning newsletter, spring 2022 School of sport and health sciences cohort representative feedback for student and staff forum, undated
Additional comments: None identified.

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: One mental health student who completed the RtP programme in 2020-2021.		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒

Practice learning environments		☐	☒
If practice learning environments are visited, state where visited/findings:			
If you stated no above, please provide the reason and mitigation: UoB is an established AEI, resource checks and PLP visits aren't required.			
Additional comments: None identified.			

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Issue record			
Final Report			
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Checked by:	Pamela Page	Date:	2 September 2022
Submitted by:	Amy Young	Date:	19 October 2022
Approved by:	Leeann Greer	Date:	24 October 2022