Nursing & Midwifery Council

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

MOTT MACDONALD

Programme approval visit report

Section one

Programme provider name:	Northumbria University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	The Newcastle upon Tyne Hospitals NHS Foundation Trust South Tyneside NHS Foundation Trust Northumberland, Tyne and Wear NHS Foundation Trust Northumbria Healthcare NHS Foundation Trust Gateshead Health NHS Foundation Trust North Cumbria Integrated Care NHS Foundation Trust

Programme(s) reviewed:

Programme: Return to Practice - Nursing Adult
Title of programme: Return to Practice - Nursing
Programme start date: 21 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Return to Practice - Nursing Child
Title of programme: Return to Practice - Nursing
Programme start date: 21 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Return to Practice - Nursing Learning Disabilities
Title of programme: Return to Practice - Nursing
Programme start date: 21 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Return to Practice - Nursing Mental Health

Title of programme: Return to Practice - Nursing
Programme start date: 21 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Return to Practice - SCPHN
Title of programme: Return to Practice - Nursing
Programme start date: 21 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Date of approval	28 April 2020
QA visitor(s):	Registrant Visitor: Joanna Dunn

Summary of review and findings
Northumbria University presented documentation for the approval of return to practice (RtP) programmes for nursing in the fields of adult, child, mental health and learning disabilities and specialist community public health nursing (SCPHN). The university is an established provider of the RtP programme, with the programme being funded by Health Education England (HEE). The programme is offered as a 30-credit module at level six, and delivered over two semesters. The blended learning approach includes one contact day a week for the first semester and a minimum of 100 hours practice placement. The programme has been mapped to the Standards of proficiency for registered nurses (SPRN) (Nursing and Midwifery Council (NMC), 2018). The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level. This programme approval was undertaken via remote means due to the Covid-19 pandemic. Documentary evidence, together with discussions at the approval visit with the programme team and practice learning partners, confirm that the university is part of the northeast regional approach, sharing the audit of practice, practice assessment documents (PADs) and the approach to the preparation for new roles under the Standards for student supervision and assessment (SSSA) (NMC, 2018). The documentation and evidence from the approval visit confirm that arrangements at programme level meet the SSSA. Practice assessment for RtP for nurses is through a PAD using the pan-England RtP PAD. Students on the SCPHN route will have bespoke sessions within the programme to meet their needs, and practice experience in the SCPHN field. The details of the SCPHN route are not clear or included in all documentation. The SFNME and SSSA are met at programme level. The programme is recommended to the NMC for approval subject to two NMC conditions and two university specific conditions. One NMC and one university recommendation are made. Updated 4 June 2020: Evidence was provided to meet the two NMC and two university specific conditions. The conditions and related standards are now met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** Condition one: Clearly articulate how the SCPHN route will enable students to be readmitted or remain on the register as specialist community public health nurses, including the PAD. (Standards for RtP programmes (SRtPP) R2.3, R2.4, R2.6.3, R2.8, R4.5, R4.8, R4.9) Condition two: Revise admissions information to ensure it explicitly meets NMC standards. (SRtPP R1.2.3, R1.2.4, R1.3) **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** Condition three: Remove inaccurate information from the website and upload details of new programme. (University condition) Condition four: Revise documentation as listed, including uploading of reading lists to library. (University condition)
Date condition(s) to be met:	26 May 2020
Recommendations to enhance the programme delivery:	Recommendation one: Consider how best to prepare and utilise the contribution of experts with experience. (SFNME R1.12) Recommendation two: Review where the introduction

	to academic skills should be within the programme. (University recommendation)
Focused areas for future monitoring:	None identified

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The revised module specification, student handbook, mapping, timetable and a SCPHN PAD now demonstrate how the SCPHN route will enable students to be readmitted to the register as specialist community public health nurses. The SCPHN PAD has been mapped to the SPRN. Students who pass their practice experience within a SCPHN team will therefore be eligible to return to the nursing and SCPHN part of the register. Condition one is now met.

Documentation confirms that the admissions process now meets the SRtPP, and the university website for the programme has been updated to reflect this. Condition two is now met.

The university has confirmed that the two university conditions have been met.

The SRtPP are now met.

AEI Observations	Observations have been made by the education institution
	No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	4 June 2020

Section three

NMC Programme standards

Please refer to NMC standards reference points

Standards for return to practice programmes (NMC, 2019)

Return to practice standards (NMC, 2019)

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

Nursing & Midwifery Council

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

MOTT MACDONALD

Standards for competence for registered midwives (NMC, 2009)

Standards of proficiency for nursing associates (NMC, 2018)

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

Standards for specialist education and practice (NMC, 2001)

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

Standards for student supervision and assessment (NMC, 2018)

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

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

QA Handbook (September 2018 updated July 2019)

Partnerships

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

---

Please refer to the following NMC standards reference points for this section:
Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC Standards for student supervision and assessment
R2.5 adopt a partnership approach with shared responsibility for theory and

practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

R1.8 students have opportunities to learn from a range of relevant people in

practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

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

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

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

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

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

---

Findings against the standard and requirements

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

Documentary evidence, supported by discussions at the approval visit with the programme team, stakeholders, students and service users (known as 'experts by experience'), confirms that all areas of the NMC (2018) SFNME are met.

Documentary evidence, and discussion at the approval visit, confirms that there is effective partnership working with practice learning partners (PLPs) and other stakeholders. It is evident that there is a partnership approach to the programme with the arrangements for practice learning for students, and the support on placement.

Experts by experience were involved in curriculum development of this programme, and there are plans for their involvement in the taught sessions. The experts by experience hadn't had specific training for their role, and a recommendation was made to consider how best to prepare and utilise the

Nursing & Midwifery Council

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

MOTT MACDONALD

contribution of experts by experience. (Recommendation one)

The university has a partnership with students which is evident in the validation approval documents, student handbook, and PAD and from discussions with students. The PAD records the collaboration between the practice and academic assessor, and the programme team confirm that this can be undertaken by telephone, electronically or face to face.

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

Met

Gateway 2: Standards for student supervision and assessment

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met:

Revised outcome after condition(s) met:

Student journey through the programme

Standard 1: Selection, admission and progression

Approved education institutions, together with practice learning partners,

must:

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

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

R1.2.1 demonstrate values in accordance with the Code

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

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

R1.2.4 can demonstrate they meet NMC English language requirements

R1.2.5 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

Note: Education institutions and their practice learning partners may propose to transfer current students onto the new programme to meet the Standards for

Nursing & Midwifery Council

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

MOTT MACDONALD

prescribing return to practice programmes. If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.

Proposed transfer of current students to the programme under review

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the Standards For pre-registration nursing programmes (NMC, 2019).

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

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

Evidence provides assurance that the following requirements are met:

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

Yes

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

Yes

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

Yes

R1.2.3 have capability to update numeracy skills required to meet programme outcomes
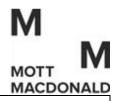
No

R1.2.3 is not met. The admission process did not clarify how applicants are assessed in having the capability to update numeracy skills. (Condition two)

R1.2.4 can demonstrate they meet NMC English language requirements

No

R1.2.4 is not met. Additional admissions documentation confirm the English language requirements, but this is not included in approved programme

documentation or on the university RtP web page. (Condition two)

R1.2.5 have capability in literacy to meet programme outcomes

Yes

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

Yes

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

No

R1.3 is not met. The programme team, PLPs and students confirm that Disclosure and Barring Service (DBS) checks are undertaken during admission to the programme, but this is not included in approval programme documentation or on the university RtP web page. (Condition two)

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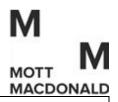
Yes

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

Yes

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

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

Met

R1.6 is met. Documentary evidence, and discussion at the approval visit, confirm that students' prior learning and experience is discussed at interview and during the induction period, building on the student's self-assessment.

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

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

Met

R1.7 is met. Documentary evidence, and discussion at the approval visit, confirm that students are supported to develop their numeracy, literacy, digital and technological literacy throughout the programme. The programme includes a formative numeracy assessment, and the university provide support to facilitate development of numeracy skills. Students are supported to develop digital technology skills, and assessments are submitted via Turnitin©, the academic plagiarism software tool.

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.**

There are a small number of students who have suspended on the current RtP cohort, and who may return to the new programme. The programme team confirm that students will be supported to transfer to the new programme, through individual discussion, mapping and support.

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.

There are a small number of students who have suspended on the current RtP cohort, and who may return to the new programme under SSSA. The programme team confirm that students will be supported to transfer from the Standards to

support learning and assessment in practice (SLAiP) to the SSSA through individual discussion and support.

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

Yes

Outcome

Is the standard met?

Not Met

Some of the criteria for admission to the programme, specifically capability in numeracy, English language requirements and DBS checks, are not included in approved programme documentation or on the university RtP web page.

Condition two: Revise admissions information to ensure it explicitly meets NMC standards. (SRtPP R1.2.3, R1.2.4, R1.3)

Date: *28 April 2020*

Post Event Review

Identify how the condition is met:

Condition two: The revised programme documentation now clearly sets out the admission criteria to meet the SRtPP requirements, and this has been updated on the university RtP web page.

Condition two is now met.

Evidence:
Programme specification supplement RtP, 28 May 2020

Date condition(s) met: 4 June 2020

Revised outcome after condition(s) met:

Met

Condition two is now met.

SRtPP R1.2.3, R1.2.4 and R1.3 are now met.

Standard 2: Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence provides assurance that the following requirements are met:

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

Yes

R2.2 comply with the NMC <u>Standards for student supervision and assessment</u>

Yes

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

Yes

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

Yes

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

No

Programme not approved for midwives.

Specialist community and public health nurses (SCPHNs)

No

R2.3 is not met. The programme documentation does not make it clear how the SCPHN route meets the standards of proficiency for SCPHN. (Condition one)

Nursing & Midwifery Council

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

MOTT MACDONALD

Nursing associates

No

Programme not approved for nursing associates.

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

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

Not Met

R2.4 is not met. Documentary evidence, and discussion at the approval visit, confirm that students have online supported learning sessions followed by seminars, workshops and simulation. Students are allocated a field specific academic assessor/personal tutor which they meet on a regular basis to discuss the application of core content to their own field of practice.

The programme outline does not specify how SCPHN students will be enabled to return to SCPHN practice. (Condition one)

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

N/A

The programme is not delivered in Wales.

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

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

Yes

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

No

Programme not approved for midwives.

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

health nurses

No

R2.6.3 is not met. The programme outline does not specify how SCPHN students will be enabled to return to SCPHN practice. (Condition one)

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

No

Programme not approved for nursing associates.

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

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

Met

R2.7 is met. The programme content is mapped to the SPRN and includes the required content to meet the programme outcomes for each field of nursing practice.

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

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

Not Met

R2.8 is not met. Documentary evidence confirms that the content of the programme meets the standards of proficiency and programme outcomes for each field of nursing practice.

The programme includes content that is relevant for the SCPHN programme, but this is not clearly identified or mapped to the standards. (Condition one)

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

the requirement below is met or not met.

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

Met

R2.9 is met. Programme documentation includes the timetable and extensive mapping that confirms the content includes safeguarding, consent, pharmacology and medicines administration and optimisation.

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

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

Met

R2.10 is met. Programme documentation, and discussion at the approval visit, confirms that the programme is delivered using a blended learning approach. There are online supported learning sessions followed by seminars, workshops and simulation. Learning and information related to each session is located on the e-learning platform.

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

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

Met

R2.11 is met. Programme documentation, and discussion at the approval visit, confirm that the programme is an appropriate length to support the outcomes. The taught element of the programme is delivered over one semester, with content one day a week.

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

Yes

Nursing & Midwifery Council

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

MOTT MACDONALD

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

Yes

Outcome

Is the standard met?

Not Met

The programme includes content that is relevant for the SCPHN programme, but this is not clearly identified or mapped to the standards.

Condition one: Clearly articulate how the SCPHN route will enable students to be readmitted or remain on the register as specialist community public health nurses, including the PAD. (SRtPP R2.3, R2.4, R2.6.3, R2.8, R4.5, R4.8, R4.9)

Date: *28 April 2020*

Post Event Review

Identify how the condition is met:

Condition one: The revised programme documentation clearly outlines the SCPHN route, and includes a SCPHN PAD that has been mapped to the SPRN. Students who pass their practice experience within a SCPHN team will therefore be eligible to return to the nursing and SCPHN part of the register.

Condition one is now met.

Evidence:
RtP module specification, 11 May 2020
PAD RtP SCPHN, undated
RtP curriculum map NMC standards, undated
RtP module sample timetable, undated
RtP SCPHN V100 PAD, undated

Date condition(s) met: 4 June 2020

Revised outcome after condition(s) met:

Met

Condition one is now met.

SRtPP R2.3, R2.4, R2.6.3, R2.8, R4.5, R4.8 and R4.9 are now 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.

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

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

Met

R3.1 is met. Documentary analysis, and discussion at the approval visit, confirm that students are offered practice learning opportunities to meet programme requirements. Students are offered spoke placements to ensure they experience a range of settings for their intended field of practice and can demonstrate the ability to meet the holistic needs of people across care settings.

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

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

Met

R3.2 is met. Documentary analysis, and discussions at the approval visit, confirm that the practice learning opportunities enable students to meet the communication and relationship management skills required. Annexe A is mapped to the PAD and the content of the programme.

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

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

Met

R3.3 is met. Documentary analysis, and discussion at the approval visit, confirm that students are offered practice learning opportunities to meet programme requirements. Students are offered spoke placements to ensure they experience a range of settings for their intended field of practice and can demonstrate the ability to meet the holistic needs of people across care settings.

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

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

Met

R3.4 is met. Documentary analysis, and discussion at the approval visit, confirm that technology enhanced and simulation-based learning is used effectively in the programme. Simulation sessions are timetabled, and include recognising the deteriorating patient and patient centred care.

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

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

Met

R3.5 is met. Documentary analysis, and discussion at the approval visit, confirm that students' individual needs are taken into consideration, and reasonable adjustments are made as appropriate. Students are supernumerary on placement.

R3.6 ensure that students are supernumerary

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: *28 April 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

Evidence provides assurance that the following requirement is met:

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

Met

R4.1 is met. Programme documentation, and the approval visit, confirm that the programme was developed in partnership with stakeholders, with the programme team being involved in local, regional and national engagement events. Experts by experience confirm that they were consulted about the new programme, and are working with the programme team to contribute to programme delivery. There is opportunity for enhancing the involvement of experts by experience. (Recommendation one)

The programme team are allocated hours in the workload model for research and scholarly activity, and supported to attend training and conferences to ensure they are up to date. The programme team include staff from a range of professional backgrounds and experience, including SCPHN.

PLPs confirm that there is effective partnership working at both strategic and operational levels, with established support mechanisms in practice. PLPs confirm that students are fit for practice on completion of the programme, and that there are robust structures in place to address any concerns regarding student progression.

Programme documentation, and the approval visit, confirm that the university is part of the north east England regional approach to SSSA, and practice audits will be on the new placement management system (ARC) from September 2020. The regional approach to the transition to SSSA is underway, but has been expedited by the NMC (2020) emergency standards due to the Covid-19 pandemic. The roles of the practice supervisor, assessor and academic assessor are stated in the programme documentation; student facing documents clearly describe these.

Documentary evidence confirms that processes are in place to ensure the quality of the learning environment, and students confirm that evaluation of practice learning occurs during the programme. Students confirm that they are well supported during the programme, and that policies for reasonable adjustments are followed.

Evidence provides assurance that the following requirement is met:

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

Met

R4.2 is met. Programme documentation, and the approval visit, confirm that the university is part of the north east England regional approach to SSSA, planning to implement SSSA from September 2020. Documentary evidence, and discussion at the approval visit, confirms sound processes are in place to identify how all practice supervisors, practice assessors and academic assessors will be prepared

for their roles. A programme of preparation is underway, with workshops, training days and online resources to up-skill and prepare practitioners. This has been interrupted with the Covid-19 pandemic and the NMC (2020) emergency standards, requiring them to adopt SSSA immediately.

PLPs and the programme team confirm that they work closely to ensure that students are placed in an appropriate placement area to meet their needs. Students are allocated to a practice supervisor and practice and academic assessor, with the nominated lead from practice coordinating the placement. The academic assessor will be the student's personal tutor, who has appropriate experience for the student's field of practice. Students undertaking the SCPHN route are allocated to a practice and academic assessor who must be a registered SCPHN with appropriate experience for the student's field of practice.

The roles of the practice supervisor, practice assessor and academic assessor are stated in the programme documentation; student facing documents clearly describe these.

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

Yes

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

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

Met

R4.4 is met. Documentary analysis, and discussion at the approval visit, confirm that students are provided with formative feedback in both the academic and practice setting.

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

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

Not Met

R4.5 is not met. Documentary analysis, and discussion at the approval visit,

confirms that students are assessed in practice using the 'England PAD for RtP nursing programmes'.

No PADs were presented for students on the SCPHN route. (Condition one)

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

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

Met

R4.6 is met. Documentary analysis, and discussion at the approval visit, confirms that students are assessed in practice using the 'England PAD for RtP nursing programmes', that is mapped to annexe A communication and relationship management skills.

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

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

Met

R4.7 is met. Documentary analysis, and discussion at the approval visit, confirm that students are assessed in being proficient to be readmitted to or remain on the NMC register.

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

No

R4.8 is not met. No PADs were presented for students on the SCPHN route. (Condition one)

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.

Not Met

R4.9 is not met. No PADs were presented for students on the SCPHN route. (Condition one)

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

Yes

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

Yes

Outcome

Is the standard met?

Not Met

No PADs were presented for students on the SCPHN route.

Condition one: Clearly articulate how the SCPHN route will enable students to be re-admitted or remain on the register as specialist community public health nurses, including the PAD. (SRtPP R2.3, R2.4, R2.6.3, R2.8, R4.5, R4.8, R4.9)

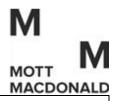**Date:** *28 April 2020*

Post Event Review

Identify how the condition is met:

Condition one: The revised programme documentation clearly outlines the SCPHN route, and includes a SCPHN PAD that has been mapped to the SPRN. Students who pass their practice experience within a SCPHN team will therefore be eligible to return to the nursing and SCPHN part of the register. Students with lapsed V100 prescribing qualification will also complete a practice assessment based on the Royal Pharmaceutical Society prescribing competency framework.

Condition one is now met.

Evidence:
RtP module specification, 11 May 2020
PAD RtP SCPHN, undated

RtP curriculum map NMC standards, undated
RtP module sample timetable, undated
RtP SCPHN V100 PAD, undated

Date condition(s) met: 4 June 2020

Revised outcome after condition(s) met:

Met

Condition one is now met.

SRtPP R2.3, R2.4, R2.6.3, R2.8, R4.5, R4.8 and R4.9 are now met.

Standard 5: Qualification to be awarded

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.

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

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

No

Programme not approved for nursing associates.

R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register.   *Yes* **Assurance is provided that the <u>Standards framework for nursing and midwifery education</u> relevant to the qualification to be awarded are met**   *Yes*
Outcome
Is the standard met? *Met* **Date:** *28 April 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Section four

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s)	No
Module descriptors	Yes
Please specify route Nursing in the fields of adult, child, mental health and learning disabilities nursing. SCPHN.	
Student facing documentation including: programme handbookPlease specify route:	
Nursing / field of nursing	Yes
Midwifery	No
SCPHN	Yes
Nursing associate	No
Practice assessment documentation (PAD)	Yes
Please indicate which Standards of proficiency/competencies the PAD relates to:	
Nursing / field of nursing	Yes
Midwifery	No
SCPHN	Yes
Nursing associate	No
Practice placement handbook:	Yes
Identify the routes: Nursing in the fields of adult, child, mental health and learning disabilities nursing. SCPHN.	
PAD linked to competence outcomes, and mapped against (NMC, 2019) for each route:	
Nursing / field of nursing	Yes
Midwifery	No
SCPHN	Yes
Nursing associate	No
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018) at programme level	Yes
Mapping document providing evidence of how the education institution has met the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes

Programme lead:	
Nursing / field of nursing	Yes
Midwifery	No
SCPHN	Yes
Nursing associate	No
Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	Yes
List additional documentation England PAD for RtP nursing programme, March 2020 Guide to using the England nursing PAD, March 2020 RtP England PAD mapping, March 2020 Northumbria University contexual information, March 2020 Northumbria University mapping evidence to RtP standards, undated Northumbria University RtP curriculum map RtP standards, undated Northumbria University summary of consultation, undated Northumbria University modelling SSSA report, May 2019 Northumbria University placement evaluation policy, March 2019 Northumbria University education audit of practice, March 2019 Northumbria University practice learning strategic plan, 2018-2022 Northumbria University practice learning: ensuring quality, May 2019 Northumbria University raising concerns flowchart, May 2019 Northumbria University operational handbook placements, May 2019 Northumbria University programme framework for Northumbria awards guidance document, August 2015 Northumbria University principles for approval of Northumbria awards, November 2016 Northumbria University statement of compliance RtP, February 2020 Northumbria University academic regulations for taught awards, 2019/20 Northumbria University personal tutoring policy, November 2018 Northumbria University handbook of student regulations, 2018-2019 Northumbria University reasonable adjustments policy and procedure: NMC/Health and Care Professions Council approved programmes, May 2019 Northumbria University declaration of good character, undated Northumbria University faculty strategic plan: developing 'expert by experience' involvement, 2019-2020 Northumbria University RtP module timetable, September 2020 Northumbria University recruitment, selection and admission process RtP, April 2020 Northumbria University admissions policy, 2018-2019 Northumbria University RtP application guidance notes, undated Post approval visit documentary evidence to meet conditions: Northumbria University RtP module timetable sample post visit, September 2020 Northumbria University contextual information post visit, April 2020 Northumbria University RTP module specification post visit, undated	

Northumbria University experts by experience involvement information pack,
October 2018
Northumbria University programme specification supplement post visit, undated
Northumbria University PAD RtP SCPHN, undated
Northumbria University response to conditions of the approval panel, undated
Northumbria University curriculum map NMC standards post visit, undated
Northumbria University module handbook nursing post visit, 2020-2021
Northumbria University SCPHN V100 PAD, undated

If you stated no above, please provide the reason and mitigation
No programme specification form was provided because the programme is one module.
Midwifery and nursing associate routes were not submitted for approval.
No SCPHN PAD was provided (condition one). SCPHN PAD provided to meet condition.

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: September 2019 cohort	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learningVirtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	

If you stated no above, please provide the reason and mitigation
Visit undertaken remotely due to coronavirus pandemic. A resource check was not required as part of this approval.

Additional comments:

Mott MacDonald Group Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.
We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

Author	Joanna Dunn	Date	2 May 2020
Checked by	Pamela Page	Date	10 June 2020
Submitted by	Amy Young	Date	17 June 2020
Approved by	Leeann Greer	Date	23 June 2020