

Programme approval visit report

Section one

Programme provider name:	University of Plymouth
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Royal Cornwall Hospitals NHS Trust Cornwall Partnership NHS Foundation Trust University Hospitals Plymouth NHS Foundation Trust North Devon Healthcare NHS Trust Royal Devon and Exeter NHS Foundation Trust Torbay and South Devon NHS Foundation Trust Devon Partnership NHS Trust Private, voluntary and independent health care providers
<p>Programme(s) reviewed:</p> <p>Programme: Return to Practice - Midwifery Title of programme: Return to Practice (Midwifery) Programme start date: 1 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p> <p>Programme: Return to Practice - Nursing Adult Title of programme: Return to Practice (Adult Health Nursing) Programme start date: 1 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p> <p>Programme: Return to Practice - Nursing Child Title of programme: Return to Practice (Child Health Nursing) Programme start date: 1 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p>	

Level 7

Programme: Return to Practice - Nursing Mental Health
Title of programme: Return to Practice (Mental Health Nursing)
Programme start date: 1 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6
Level 7

Programme: Return to Practice - SCPHN
Title of programme: Return to Practice (SCPHN)
Programme start date: 1 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6
Level 7

Programme: Return to Practice - Nursing Associate
Title of programme: Return to Practice (Nursing Associate)
Programme start date: 1 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 5

Date of approval

20 April 2020

QA visitor(s):

Registrant Visitor: Tony Bottiglieri
Registrant Visitor: Hilary Lumsden

Section two

Summary of review and findings

The University of Plymouth (UoP) is an approved education institution (AEI). UoP faculty of health: Medicine, dentistry and human sciences; school of nursing and midwifery (the school) presented for approval a return to practice (RtP) programme. The programme is entitled 'RtP for healthcare professionals' and has the following four routes; nursing in the fields of mental health, adult, learning disability, child; specialist community public health nursing (SCPHN); nursing associate and midwifery.

UoP is an established provider of pre-registration nursing (adult, child, learning disabilities, mental health fields), midwifery, nursing associate and SCPHN programmes as well as RtP programmes. UoP presented the programme for re-approval against the new Standards for RtP programmes (SRtPP) (NMC, 2019). The approval visit was conducted remotely.

Successful completion of either the RtP nursing or RtP midwifery programme provides the opportunity for the nurse or midwife to undertake the SCPHN route. The SCPHN route also provides a bespoke programme to update SCPHN knowledge and skills for nurses and midwives with current registration on part one or two of the NMC register who have lapsed registration from part three of the register.

The UoP has strong partnerships with eight practice learning partners (PLPs) who support the RtP programme across all routes. Documentary evidence and discussion with the programme team and PLP representatives during the approval visit indicate that the partnerships between UoP and PLPs are well-developed. The approval process and documentary evidence indicate there's effective liaison and communication between the programme team and PLPs. The design of the programme makes clear that PLPs, service users and carers (SUCs) and current RtP students have been involved in the development of the programme and its delivery.

UoP, in partnership with PLPs, has an established range of processes and mechanisms to support students undertaking both theory and practice-based studies. Quality assurance mechanisms are robust and provide timely opportunities to ensure the programme continues to be fit for purpose. The approval process demonstrates strong SUC involvement with programme delivery as expert patients.

The programme modules provide contemporary content for all routes at three academic levels and are led by appropriately qualified and experienced academic tutors which reflect the range of routes in the programme. The programme timetable combines face-to-face and distance learning. Students we met confirm

that PLPs protect the supernumerary status and programme attendance of RtP students throughout their time on the programme. Programme hours for each student and university attendance are robustly managed to ensure students are able to meet the programme practice and theory outcomes. Programme theory and practice outcomes have been mapped to the Standards of proficiency for registered nurses (SPRN) (NMC, 2018); Standards of proficiency for midwives (SPRM) (NMC, 2019); Standards of proficiency for nursing associates (SPNA) (NMC, 2018); Standards of proficiency for specialist community public health nurses (SPSCPHN) (NMC, 2004), and SRtPP (NMC, 2019).

UoP, in partnership with PLPs, led to the agreement of adopting each of the all England practice assessment documents (PADs) for RtP programmes in support of all routes. There's a clear partnership approach to the implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018) including the preparation of practice supervisors (PSs), practice assessors (PAs) and academic assessors (AAs).

UoP, in partnership with PLPs, confirm that any issues which arise from Care Quality Commission (CQC) quality reviews which impact on the practice learning environments (PLEs) are managed through systematic partnership processes.

The proposed start date for the programme is October 2020 with two intakes per year; October and March to meet service needs.

The SSSA are met at programme level. The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) are not met at programme level as conditions apply.

The programme is recommended for approval to the NMC subject to two NMC conditions and one university condition. There are two university recommendations.

Updated 29 May 2020:

Evidence was provided to meet the NMC conditions. The AEI confirmed the university condition is met. The conditions and related standards and requirements are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

<p>Recommended outcome to the NMC:</p>	<p>Programme is recommended for approval subject to specific conditions being met</p>
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>Condition one: To provide a contextual document, as required by the NMC, to demonstrate how the midwifery ongoing record of achievement (MORA) will be implemented for the programme, to include confirmation of; the programme requirements for proficiencies students have to complete for each part of the programme; how student progress through the programme will be managed using the MORA, including any flexibility on hours/proficiencies permitted by the programme (if applicable); whether the MORA will be graded or ungraded. (SRtPP R4.5; SFNME R5.11)</p> <p>Education governance: management and quality assurance:</p> <p>Condition two: A final programme handbook must be in place by the commencement of the programmes. Appropriate external examiners to be in place by the commencement of the programme. (University condition)</p> <p>Condition three: To update the documentation to reflect all speciality areas and make it explicit in the programme specification who is the designated member of staff responsible for all sign-off regulatory requirements (including confirmation of good health and good character) especially including the lead midwife for education (LME). (SRtPP R1.5)</p>
<p>Date condition(s) to be met:</p>	<p>29 May 2020</p>

<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider the length of the module (12 weeks) to allow for the majority of students to complete clinical placements within this time. To clarify the 'will normally complete within 12 months'. (University condition)</p> <p>Recommendation two: Consider amending the admissions requirement for level seven entry to specify 'possession of a health-related degree at 2.2 or above will normally be required; applicants will be considered on a case-by-case basis'. (University condition)</p>
<p>Focused areas for future monitoring:</p>	<p>Implementation of the MORA.</p> <p>Designated sign-off for regulatory requirements specifically for midwifery.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The AEI provided documentary evidence that confirms the process for implementing the MORA for the programme. This includes making clear programme requirements for proficiencies and hours students have to complete for each part of the programme to be managed through the MORA. Condition one is now met.

The AEI provided documentary evidence that confirms the designated member of staff responsible for all sign-off regulatory requirements, confirmation of good health and good character especially including the LME. Condition three has now been met.

The AEI confirmed the university condition is 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:	29 May 2020

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><i><u>Standards for return to practice programmes (NMC, 2019)</u></i></p> <p><i><u>Return to practice standards (NMC, 2019)</u></i></p> <p><i><u>Future nurse: Standards of proficiency for registered nurses (NMC, 2018)</u></i></p> <p><i><u>Standards for competence for registered midwives (NMC, 2009)</u></i></p>

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

We found evidence that UoP is committed to robust partnership working with all stakeholders including students, SUCs and PLPs in the development, delivery and evaluation of the programme for all routes at a strategic and operational level. Students, SUCs and PLPs told us of their involvement at different stages of programme development, and of their involvement with programme delivery for nursing and midwifery routes. Engagement with specific aspects of programme development and delivery for all routes were presented at the approval visit by SUCs, PLPs and students for all routes. SUCs and PLPs told us of their involvement with the recruitment process and in facilitating classroom based SUC perspective discussions with students across all routes. SUCs also told us of their involvement with practice assessments and the contributions provided in supporting the recruitment of students into the RtP programme.

UoP, in partnership with PLPs, have an established process to provide oversight and support for PAs, PSs and AAs which adhere to the SSSA. There are effective communication processes which ensure agreements with PAs and AAs to reflect on the students' skills and knowledge competencies to progress through the

programme. PLPs told us that this includes ensuring opportunities for PSs to engage with PAs and AAs. Heads of midwifery in PLPs advised of the opportunity to capture this within the all England and Northern Ireland MORA and through the RtP PAD for nursing, nursing associate and SCPHN students. PLPs told us of their involvement with module content design and the work undertaken to implement the SSSA (NMC, 2018) and the RtP PAD for all routes.

Students and PLPs we met told us there's a range of practice learning opportunities in place which equip students with the nursing skills and knowledge to meet people's diverse needs across the lifespan. Students confirm that opportunities in PLEs enable them to experience and develop skills to deliver multi-professional care where this isn't accommodated within the student's host placement area. Programme documentation presented for approval provides evidence that examination of multi-professional practice and inter-professional learning is evidenced within the RtP academic modules and identified within theory and practice outcomes.

Students and the programme team told us about the methods used to evaluate practice and theoretical learning, and how this is used within quality assurance processes. Students provided us with examples of how evaluations have been used to inform the development of the proposed modules for approval. Students and PLPs told us of their involvement with programme quality assurance committees which included SUC stakeholder membership. PLPs and students provided us with evaluation feedback examples from nursing, SCPHN and midwifery routes which had been actioned.

Students told us of the effective use of online learning provision which was enhanced by PLPs to ensure robust access for students for all routes. Students confirm that their supernumerary status in the PLEs is supported, as is release time to attend theory sessions. Students and documentary evidence confirm academic and pastoral support is robust and that students have good access to learning support. Students also told us that processes are in place which enable them to seek responsive support for their individual learning pastoral needs. Documentary evidence and discussions at the approval visit confirm that students and PLPs are supported by a responsive link lecturer team and are allocated a personal tutor from their specific field of practice.

Students and PLPs told us that the programme is well organised and they feel well supported in both theory and practice settings.

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

Met

Gateway 2: Standards for student supervision and assessment

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

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

R1.2.1 demonstrate values in accordance with the Code

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

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

R1.2.4 can demonstrate they meet NMC English language requirements

R1.2.5 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

Proposed transfer of current students to the programme under review

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

Proposed transfer of current students to the Standards for student

supervision and assessment (NMC, 2018)

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

Evidence provides assurance that the following requirements are met:

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

Yes

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

Yes

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

Yes

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

Yes

R1.2.4 can demonstrate they meet NMC English language requirements

Yes

R1.2.5 have capability in literacy to meet programme outcomes

Yes

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

Yes

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

Yes

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

Yes

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

No

R1.5 is not met. Documentary evidence doesn't detail that the LME should sign-off RtP midwifery students for health and good character at the end of the programme. (Condition three)

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 confirmation by the programme team at the approval visit provide assurance that students' prior learning and experiences determine the practice hours required for completion of the RtP (NMC, 2019). We were told by students of how the UoP use an initial training needs analysis approach with all students to map against the relevant field specific proficiencies which is then supported by PAs and PSs as part of practice learning in the programme. PLPs confirm that adopting this process assists students to develop the required proficiencies to return or to be readmitted to the appropriate part of the NMC register.

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. Programme documentary evidence demonstrates that a variety of methods are used with university services available to ensure students can update their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes. Students told us of the support available through online learning platforms and through tutorials provided by their personal tutors.

Two specific services were praised by students as being extremely effective and responsive; the university's writing café and 'sum up' (for numeracy). PLPs also told us of the facilities and support provided in the practice learning environments from their clinical education facilitators which ensure RtP students can develop the numeracy, literacy, digital and technological literacy skills for practice.

Documentary evidence and confirmation by the programme team demonstrates numeracy, literacy, digital and technological literacy skills are embedded throughout the programme. These skills are summatively assessed in both theory and practice settings.

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.

Documentary evidence and the programme team confirmed at the approval visit that current RtP students will not be transferred to the new proposed RtP 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.

Programme documentation confirms the application of the SSSA (NMC, 2018) and the roles of PAs, PSs and AAs are now established in all PLEs. All current students were transferred to the SSSA (NMC, 2018) at the start of the programme. Students told us that they had been advised of the changes to the mentoring process, and informed and prepared for the new roles and responsibilities of the PAs, PSs and AAs.

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

Yes

Outcome

Is the standard met?

Not Met

Documentary evidence doesn't detail that the LME should sign-off RtP midwifery students for health and good character at the end of the programme.

Condition three: To update the documentation to reflect all speciality areas and make it explicit in the programme specification who is the designated member of staff responsible for all sign-off regulatory requirements (including confirmation of good health and good character) especially including the LME. (SRtPP R1.5)

Date: 20 April 2020

Post Event Review

Identify how the condition is met:

Condition three: The AEI provided documentary evidence that confirms the designated member of staff responsible for all sign-off regulatory requirements, confirmation of good health and good character especially including the LME.

Condition three is now met.

Evidence:

UoP RtP programme specification: nursing associate, midwifery, SCPHN, nursing; adult, child health, mental health, learning disabilities, 2020-21 final (1), undated

Date condition(s) met: 29 May 2020

Revised outcome after condition(s) met:

Met

SRtPP R1.5 is now met.

Assurance is provided that the SRtPP relevant to selection, admission and progression is 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 Standards framework for nursing and midwifery education

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Specialist community and public health nurses (SCPHNs)

Yes

Nursing associates

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.

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

Met

R2.4 is met. Programme documentation and confirmation at the approval visit clarifies the amount of minimum practice hours the RtP student must achieve and how this is to be evidenced to enable them to return to their intended area of practice. Programme documentation confirms RtP students are offered a generic module of 20 credits at academic level five for nursing associates, level six or seven for nursing, SCPHN and midwifery. All three modules are mapped to the NMC proficiencies. Programme documentation confirms the modules combine theory with practice. The programme is delivered by the programme team via face-to-face classroom learning combined with self-directed learning which totals 200 theoretical hours over a 12-week period. Programme documentation and PLPs told us that students can take up to one year to complete the programme.

Placement allocations are negotiated between the PLPs and programme team to ensure the student can achieve the required practice proficiencies for their intended route. The RtP PAD provides the student with opportunities to develop, capture and demonstrate achievement of the practice proficiencies. Students and PLPs told us that the RtP PAD provides, at a formative stage, the opportunity to review the students' progress and to implement action plans if more focused learning for practice proficiencies are required, in advance of the summative assessment.

Programme documentation confirm that module outcomes are mapped to the NMC proficiencies. The programme team and PLPs told us that the delivery of one module at three different academic levels enables both students and PLPs to further invest in the students continued professional development and progression whilst also ensuring meeting the NMC proficiencies against all route and at the required minimum academic level.

Programme design and delivery also enable successful completion of the RtP nursing and midwifery programmes the opportunity for the nurse or midwife to undertake the SCPHN route. SCPHN programme design enables nurses and midwives with live registrations on parts one or two of the NMC register who have lapsed registration from part three of the register to update SCPHN knowledge and skills and seek re-registration for this route.

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

Yes

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

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

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.

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. Programme specifications and module content provides clear evidence that the programme meets the programme outcomes necessary for each field of nursing practice; adult, children, learning disabilities, mental health and SCPHN. Programme documents provide evidence of robust mapping of NMC proficiencies against programme and practice assessment outcomes for each field. Nursing associate students are required to successfully complete a 20-credit module, at academic level five. Students on all other routes and fields are required to successfully complete a level six or seven level module. All students must also successfully complete the practice assessment which ensures programme proficiencies and outcomes are achieved. Students told us that programme

content is delivered by nursing field specific specialists and are assessed in practice by PAs from the same part of the NMC register to which they are seeking re-registration or readmission. Students told us that the practice assessment requires them to demonstrate achievement of the NMC practice skills and procedures in annexes A and B designated for their specific field of nursing practice. This is evidenced in the RtP PAD.

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

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

Met

R2.8 is met. Programme documentation and discussions at the approval visit confirm the general and professional content necessary to confirm relevant standards of proficiency and programme outcomes for each part of the register are met. The programme team presented the programme content mapped to the proficiencies for nursing, nursing associate, SCPHN and midwifery outcomes. PAs and PSs confirm the PAD maps proficiencies to the practice assessment outcomes for all routes.

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 provides evidence that specific content related to safeguarding, consent, pharmacology and medicines administration and optimisation are addressed within the programme modules, RtP PAD and MORA. We were told by students, the programme team and PLPs that module content and PLEs provide students with the opportunity to develop knowledge and skills to be readmitted or to remain on the NMC register. Students told us that that these aspects are also supported through classroom-based PowerPoint presentations, online learning materials and reinforced in practice by PSs and PAs.

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 discussions with students and the programme team show that the programme uses a wide range of teaching and learning methods, including blended learning approaches supported by online learning materials. Students told us that the learning and teaching strategies used to deliver this programme were suitable and effective for module content delivery. Students and PLPs told us that module content is delivered over nine days for all routes, of which five days are face-to-face classroom-based, three blended learning days and one independent study day. Students described the use of three blended learning days which focused on their intended area of practice such as nursing, midwifery, SCPHN, GP practice or non-medical prescribing, and nursing associate. Students told us that simulation in practice settings were used to help them develop practice proficiency skills facilitated by PSs and practice education facilitators for all routes.

PLPs told us that the PLEs were appropriately resourced to enable students, PSs and PAs to access UoP's online learning materials to enhance theory and practice-based learning.

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

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

Met

R2.11 is met. The programme specification and discussions with the programme team confirm that the programme curriculum permits completion within a 12-week period, but which can take up to one year. Students told us that module content is delivered through a blend of face-to-face and online learning materials and supported by PLPs.

Programme documentation confirm that the programme modules are delivered over 12 weeks and enable all students to achieve the minimum practice hours required to achieve the NMC programme outcomes for re-registration or readmission to the appropriate part of the NMC register, providing sufficient length to support programme outcomes.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 20 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 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. Programme documentary evidence and discussions with students and PLPs confirm that practice learning opportunities are provided which enable students to deliver safe and effective care specific to their intended area of practice to a diverse range of people. UoP has developed a collaborative learning in practice framework (CLiP) which enables students to be empowered towards seeking practice learning opportunities beyond their host employer led placement area. This, alongside the use of the school's wider patient engagement strategy, provides students with the opportunity to work with and meet the needs of a diverse range of people. Students told us about the care pathways in practice which they are encouraged to follow in practice settings, which provide them with the opportunity to experience and gain insight into the needs of people with diverse needs. SUCs told us of their role in facilitating discussions with students regarding the needs of service users with visual and intellectual impairments in both the classroom and practice placement setting.

Programme documentation provide evidence of how placement allocations are managed. PLPs told us that students are allocated to PLEs which enable them to develop the practice proficiencies and knowledge required to deliver safe and effective care in their intended area of practice to a diverse range of people. Students told us of the robust process used to induct them into the RtP programme and PLE. This includes UoP and placement processes for raising and

escalating concerns about care. PLPs told us of the mechanisms used to report student conduct and performance concerns including fitness to practise reporting.

Programme documentation and PLPs told us that placements undergo a placement educational audit with the UoP, and student placement evaluations are shared between the placement UoP link teams and PLPs. There's an established partnership approach to ensuring the quality and governance of practice learning to enable students to deliver safe and effective 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.

R3.2 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. Programme documentation provide evidence of how practice learning opportunities support students to develop and meet communication and relationship management skills and procedures within their intended area of practice. Evidence within the RtP PAD for all nursing, SCPHN and nursing associate routes and the MORA confirm that proficiencies including annexe A and B skills of the standards have been mapped as outcomes to be achieved.

Students told us that they are assigned to a PA and PS during the first week of the RtP programme, which was also confirmed by PLPs during the approval visit. Students told us that they are allocated a group of patients/service users in the PLE to implement care under supervision to develop the appropriate communication and relationship management skills for practice and to practice procedures. Students confirm that this includes developing leadership, delegation, co-ordinating and managing care skills for a group of patients/service users and is recorded within PAD.

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. Programme documentation and discussions at the approval visit provide evidence of how practice learning opportunities support students across all

routes to develop the skills and knowledge to meet the holistic needs of people within their intended area of practice.

Students told us that they are allocated a PA and PS during the first week of the RtP programme that they work with to identify the appropriate and relevant experiences to meet the holistic needs of people. PLPs told us that they work closely with the link tutors to ensure students can access a range of care settings for their intended area of practice. This is monitored by the link team and recorded within the PAD and MORA.

Programme documents and students confirm the programme length enables students sufficient opportunities to access a range of placement settings. Students told us of their experiences using learning contracts and action plans to manage and co-ordinate their experiences within the programme timeframe.

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. Programme documentation and findings at the approval visit confirm technology advanced, and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. Students told us that they make effective use of the UoP virtual learning platform which supplements the delivery of module content. Simulated learning opportunities are identified in module content for nursing, nursing associate, SCPHN and midwifery students. Students told us that they undertake simulated learning within their PLEs as part of their induction with their employers. PLPs told us that this ensured students were also apprised of their mandatory skills requirements for employment. We were told by the midwifery academic lead that the profession specific three days allocated within the RtP modules provides simulated learning activities such as neonate emergencies and resuscitation.

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. Programme documentary evidence and assurances at the approval visit confirm robust processes are in place to ensure individual student needs are taken into account when allocating practice learning. This includes making reasonable adjustments in both theory and practice learning settings if required. Students told us that they are required to self-declare any learning need, which then triggers support from the programme lead and disability services as part of the learning support and wellbeing service.

R3.6 ensure that students are supernumerary

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 20 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. UoP, in partnership with PLPs, has robust processes in place to ensure support, supervision, learning and assessment complies with the SFMNE. This includes support in theory and practice learning environments for students'

health and wellbeing. Students told us they have support from a personal academic tutor for the duration of the programme and link tutor from UoP attached to their practice area. Students confirm that they are supervised in practice settings and supported to meet their learning needs and proficiencies. Students told us that they are allocated a PA on commencement of the programme and supervised by PSs. They told us that they met regularly with the PA to ensure they develop the proficiencies, and if additional assistance is required then this is accommodated through an action plan.

Programme documentation evidences a signed partnership agreement is in place confirming PLPs are committed to providing practice learning experiences, supervision of students and protecting student supernumerary status.

Programme documentation and findings at the approval visit confirm that UoP and PLPs have developed and articulate how the new roles of PA, PS and AA are implemented. PLPs confirm the adoption of processes which ensure the SFNME are met.

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 provides evidence that the RtP programme complies with the SSSA (NMC, 2018).

UoP, in partnership with PLPs, has developed a series of workshops, learning materials and guidelines which support the development of PSs, PAs and AAs. Students told us that they are supervised and assessed by appropriately qualified registrants from their intended area of practice. PLPs told us that PA and PS allocation is undertaken in partnership with UoP and managed through the PA/PS database held by the PLPs. Programme documentation confirm the use of partnership mechanisms which quality assure the PLE and student allocations, and which ensure PAs and PSs have access to support when required. PLPs told us of the link team support and the effective communication methods in place to ensure PAs and PSs are supported in undertaking their roles. PLPs told us of the regular update meetings they attend which are facilitated by the link team.

Students told us that they meet regularly with their PAs and that PSs meet daily with them to identify learning goals and to record evidence of achievement within the PAD and MORA. Students also told us that link tutors visited the placement areas to check on their progress and are also available to their PAs and PSs. Programme documentary evidence and discussions at the approval visit clarify the role of the PAs, PSs and AAs. Students told us that the roles are clearly defined within the practice preparation document, the RtP PADs and MORA and

programme handbook.

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. UoP, in partnership with PLPs, has a robust process which ensures student feedback mechanisms are in place, and feedback captured is used to enhance the programme. Programme assessment methods provide students with formative feedback in both theory and practice settings. Students told us of the opportunities used to assist their development in both theory and practice settings through feedback, and of the responsive support provided by personal tutors, PSs, PAs and library services.

The practice assessment process incorporates scheduled review and feedback sessions which are captured in the RtP PAD and MORA and to which SUCs also contribute. SUCs at the approval visit told us that they provide feedback to students through the PAD and also within the recruitment and selection process contributing to identifying the students' learning needs. PLPs and students told us about the use of action plans and learning contracts to help students develop practice proficiencies identified as requiring improvement.

Students told us of the frequent opportunities to meet with their field specific personal tutors. Students also told us of the responsive support provided by personal tutors for academic writing and in undertaking literature reviews, particularly where draft essay submissions identify gaps in the application of peer reviewed evidence.

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. There's programme documentary evidence which confirms students meet the requires standard of proficiency and programme outcomes to be readmitted to or remain on the NMC register. However, further clarification is required in regard to the final summative assessment point for midwifery RtP. Clarity on when and how the final assessment is agreed should be highlighted, including how progression of students is monitored in the MORA. If grading of practice is to be awarded, details of how this is to be achieved and how it is applied should be clearly stated. (Condition one)

Programme module and practice assessments are mapped to NMC programme outcomes and proficiencies for all routes. Programme documentary evidence and discussions at the approval visit confirm the use of assessment recovery periods if students require a further assessment opportunity in either a theory or practice assessment. Students told us that assessment submission dates are clearly indicated within the programme handbook and reinforced through the university's e-learning platform. The programme team and students told us of the mechanisms used to monitor student progress which included access to library support for academic writing, and mitigation and appeals procedures if necessitated. PLPs told us how student practice hours are monitored and evidence provided from the practice setting to the programme team to ensure students achieve the required hours.

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. UoP, in partnership with PLPs, has a robust process which ensures students develop and meet the communication and relationship skills and procedures required for effective practice. Students told us of the communication and relationship management skills they demonstrate in the practice setting and how these are reinforced and assessed in the module theory assessment also. PAs and PSs told us of the importance of supporting RtP students to develop and demonstrate effective communication and relationship management skills for practice, which are identified within the RtP PADs and MORA. PLPs and students provided the approval panel with examples of students co-ordinating ward based and primary care based delivery teams and communicating effectively with members of the multidisciplinary care teams.

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. UoP, in partnership with PLPs, have robust assessment processes in place to assess student proficiencies in preparation for being readmitted to or to remain on the NMC register. Programme documents confirm the use of assessment methods and UoP regulations which assure the validity of assessment methods used in both theory and practice settings. External examiner reports confirm the appropriateness of the assessment strategy for the academic level five, six and seven modules for all fields and routes.

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

Yes

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

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

Met

R4.9 is met. UoP, in partnership with PLPs, have robust methods which ensure students develop and deliver the skills and knowledge for safe and effective practice. Students told us of the practice-based opportunities which enable them to deliver safe and effective care and how these are summatively assessed.

Programme documentation and discussions with stakeholders at the approval visit provides assurance that students undertake practice assessments which confirm they deliver safe and effective practice and are suitable to be readmitted to or remain on the NMC register.

PLPs and the programme team told us of the partnership processes in place which monitor student health and character and how this is communicated to the UoP if concerns arise.

PLPs told us that PAs and AAs receive feedback from PSs on student proficiencies to confirm proficiencies are met and can therefore be signed off as achieved. PLPs were confident that students completing the RtP programme were suitable to be readmitted to, or to remain on, the register.

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

Yes

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

Yes

Outcome

Is the standard met?

Not Met

Further clarification is required regarding the final summative assessment point for midwifery RtP. Clarity on when and how the final assessment is agreed should be highlighted, including how progression of students is monitored in the MORA. If grading of practice is to be awarded, details of how this is to be achieved and how it is applied should be clearly stated.

Condition one: To provide a contextual document, as required by the NMC, to demonstrate how the MORA will be implemented for the programme, to include confirmation of; the programme requirements for proficiencies students have to complete for each part of the programme; how student progress through the programme will be managed using the MORA, including any flexibility on hours/proficiencies permitted by the programme (if applicable); whether the MORA will be graded or ungraded. (SRtPP R4.5; SFNME R5.11)

Date: 20 April 2020

Post Event Review

Identify how the condition is met:

Condition one: The AEI provided documentary evidence that confirms the process for implementing the MORA to the programme. This includes making clear programme requirements for proficiencies, the hours students have to complete for each part of the programme, how students progress through the programme and whether MORA is graded.

Condition one is now met.

Evidence:

MORA RtP programme level six, undated
Mapping of NMC proficiencies for midwives and United Nations Children's Fund (UNICEF) UK baby friendly initiative university standard to MORA, undated

Date condition(s) met: 29 May 2020

Revised outcome after condition(s) met:

Met

RtP R4.5 is now met.

Assurance is provided SFME R5.11 is now met.

Assurance is provided that SRtPP, relevant to supervision and assessment are 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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 20 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)	Yes
Module descriptors	Yes
Please specify route	
RtP nursing (child; adult; learning disabilities, mental health); nursing associate; SCPHN; midwifery.	
Student facing documentation including: programme handbook. Please specify route:	
Nursing / field of nursing	Yes
Midwifery	Yes
SCPHN	Yes
Nursing associate	Yes
Practice assessment documentation (PAD)	Yes
Please indicate which Standards of proficiency/competencies the PAD relates to:	
Nursing / field of nursing	Yes
Midwifery	Yes
SCPHN	Yes
Nursing associate	Yes
Practice placement handbook:	Yes
Identify the routes:	
RtP nursing (child; adult; learning disabilities, mental health); nursing associate; SCPHN; midwifery.	
PAD linked to competence outcomes, and mapped against (NMC, 2019) for each route:	
Nursing / field of nursing	Yes
Midwifery	Yes
SCPHN	Yes
Nursing associate	Yes
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	Yes
SCPHN	Yes
Nursing associate	Yes
Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	Yes
List additional documentation	
<p>RtP programme specification, undated RtP operational specification, undated UoP service user patient and public involvement (PPI) strategy, April 2019 UoP service user implementation plan, July 2019. University student handbook equality and diversity, undated RtP annual programme review, 1 December 2019 Preparation NMC standards; academic assessors, 1 January 2018 Guidance preparation of supervisors and assessors of learners, 9 October 2018 Placements incidents and concerns policy 3 August 2016, reviewed September 2019 Education student experience strategy, September 2018 RtP module record level 5, undated RtP module record level 6, undated RtP module record level 7, undated RtP operational specification document, undated National MORA return to practice programme, undated A guide to using the MORA, undated MORA frequently asked questions, January 2020 Mapping document of NMC standards and the UNICEF UK baby friendly initiative to the MORA, undated CQC report for Royal Devon and Exeter NHS Trust, 30 April 2019 CQC report for Royal Cornwall Hospitals NHS Trust, 26 February 2020 CQC report North Devon Healthcare NHS Trust, 12 September 2019 CQC report Torbay and South Devon NHS Foundation Trust, 17 May 2018 CQC report University Hospitals Plymouth Foundation Trust, 18 December 2019 RtP admissions process flowchart, undated RtP student handbook, undated Audit cycle document, undated Audit policy, summer 2018 University student handbook. English language centre, undated</p> <p>Updated 29 May 2020: MORA RtP programme level six, undated</p>	

Mapping of NMC proficiencies for midwives and UNICEF UK baby friendly initiative university standard to MORA, undated UoP RtP programme specification: nursing associate, midwifery, SCPHN, nursing; adult, child health, mental health, learning disabilities, 2020-21 final (1), undated
If you stated no above, please provide the reason and mitigation
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: One RtP student nurse from cohort September 2019 Two RtP student nurses from cohort March 2020 One RtP SCPHN student from cohort September 2019	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments: There were no RtP midwifery students available to meet with the NMC registrant visitors and no midwifery service users available on the day of the approval visit. From our meeting with the senior midwifery academic staff and practice educators, they confirmed that maternity service users had been involved in the planning of the programme.	

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

If you stated no above, please provide the reason and mitigation

There was no requirement to visit facilities and practice learning environments for this programme approval. The approval visit was conducted remotely due to the Covid-19 pandemic.

Additional comments:

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Issue record

Final Report

Author	Tony Bottiglieri Hilary Lumsden	Date	4 May 2020
Checked by	Bernadette Wallis	Date	10 June 2020
Submitted by	Amy Young	Date	12 June 2020
Approved by	Leeann Greer	Date	16 June 2020