Nursing & Midwifery Council

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

MOTT MACDONALD

Programme approval report

<u>**Section one**</u>

Programme provider name:	University of the West of England in Bristol
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Avon and Wiltshire Mental Health Partnership NHS Trust Cornwall Partnership NHS Foundation Trust Devon Partnership NHS Trust Dorset Healthcare University NHS Foundation Trust Gloucestershire Health and Care NHS Foundation Trust Oxford Health NHS Foundation Trust Somerset Clinical Commissioning Group Torbay and South Devon NHS Foundation Trust University Hospitals Bristol and Weston NHS Foundation Trust Gloucestershire Hospitals NHS Foundation Trust Great Western Hospitals NHS Foundation Trust North Bristol NHS Trust University Hospitals Plymouth NHS Trust Royal Cornwall Hospitals NHS Trust Royal United Hospitals Bath NHS Foundation Trust Somerset NHS Foundation Trust Yeovil District Hospital NHS Foundation Trust Private, voluntary and independent health care providers Education and social care providers

Programme reviewed:	Return to practice:
	Nursing: Adult ☒ Mental health ☒ Children's ☒ Learning disabilities ☒ **Midwifery** ☒ **Nursing Associate** ☒ **SCPHN** ☒ **Nursing/SCPHN** ☒ **Midwifery/SCPHN** ☒
Title of programme:	Return to Practice – Adult Return to practice – Child Return to practice – Learning Disabilities Return to practice – Mental Health Return to practice – Nursing Associate Return to practice – Midwifery Return to practice – SCPHN Return to practice – Nursing/SCPHN Return to practice – Midwifery/SCPHN
Academic levels:	
RtP Nursing Adult	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11

RtP Nursing Mental Health	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
RtP Nursing Children's	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
RtP Nursing Learning disabilities	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
RtP Midwifery	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
RtP Nursing Associate	England only ☒ Level 5 ☐ Level 6 ☐ Level 7
RtP SCPHN	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
RtP Nursing/SCPHN	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF

	Level 9 ☐ Level 10 ☐ Level 11 ☐
RtP Midwifery/SCPHN	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	27 January 2021
Programme start date: **Return to practice:** **Nursing:** Adult Mental health Children's Learning disabilities **Midwifery** **Nursing Associate** **SCPHN** **Nursing/SCPHN** **Midwifery/SCPHN**	 3 August 2021 3 August 2021 3 August 2021 3 August 2021 3 August 2021 3 August 2021 3 August 2021 3 August 2021 3 August 2021
QA visitor(s):	Registrant Visitor: Sarah Snow Registrant Visitor: Tony Bottiglieri

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

Section two

Summary of review and findings
The University of the West of England (UWE) faculty of health and applied sciences (the faculty) is presenting a return to practice (RtP) programme in nursing, nursing associate, specialist community public health nursing (SCPHN) and midwifery practice to return to or remain on the Nursing and Midwifery Council (NMC) register. UWE is an established provider of pre-registration nursing (adult, child, learning disabilities and mental health fields), midwifery, SCPHN and nursing associate programmes as well as RtP programmes for all routes. UWE presents documentary evidence supporting the programme for approval against the Standards for return to practice programmes (SRTPP) (NMC, 2019). The programme is designed with professional discipline specific and field specific (nursing) components to meet requirements within the single module programme format. The programme enables students to both achieve re-registration and academic credit towards a full honour's degree. The faculty has experience of delivering RtP programmes and is resourced to deliver the programme to healthcare providers located in rural and urban areas. The programme is underpinned by a collaborative employment model with students required to complete 200 theory hours and up to 450 practice hours. The programme modules provide contemporary content for nursing associate at level 5, all nursing fields, SCPHN and midwifery at level 6 and are led by appropriately qualified and experienced academic tutors. The module handbook and module specifications confirm that content is delivered through face-to-face methods, supported by virtual teaching and learning resources which offers flexible access. Theoretical content of the programme is delivered to students over six days and is relevant to all professional disciplines. There are a number of additional study days for each nursing field, SCPHN, midwifery and nursing associates to ensure that profession specific content is addressed. The shared theory content is delivered creatively and involves both nursing and midwifery teaching staff. Midwifery and nursing students tell us that the module delivery is relevant to their needs and supports their practice.

Documentary evidence and discussions during the approval visit confirm effective partnership working between UWE and their practice learning partners (PLPs). There's evidence that the programme team has worked closely with PLPs and other approved education institutions (AEIs) within the region in the production of the RtP practice assessment document (PAD). The PAD provides students with the opportunity to receive feedback from service users and carers (SUCs). The faculty will be adopting the England RtP PAD for nursing and England RtP PAD for nursing associates. A midwifery ongoing record of achievement (MORA) has been developed by a collaboration of midwifery education and practice providers across England and Northern Ireland. The RtP MORA is a derivative for use with RtP midwifery students and includes feedback from SUCs. UWE are adopting the RtP MORA for this programme. UWE and their PLPs collaboratively developed a PAD for students who need to demonstrate the Standards of proficiency for SCPHN (NMC, 2004).

The programme learning outcomes enable students to achieve the Standards of proficiency for registered nurses (SPRN) (NMC, 2018), the Standards of proficiency for nursing associates (SPNA) (NMC, 2018) or the Standards of proficiency for midwives (SPM) (NMC, 2019) as relevant to the route taken. Students wishing to return to part three of the register will undertake RtP SCPHN (if currently on part one or part two of the register), RtP Nursing/SCPHN (if on part one) or RtP Midwifery/SCPHN (if on part two) and demonstrate achievement of the Standards of proficiency for SCPHN (NMC, 2004) as well the requirements for returning to nursing or midwifery (if required).

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level.

The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The visit is undertaken by remote means due to COVID-19 restrictions.

The programme is recommended to the NMC subject to one condition which applies to all routes. There's one joint NMC and university recommendation applicable to the RtP nursing route. UWE made three recommendations.

Updated 24 February 2021:
Evidence has been provided that the condition set at the approval visit has been met.

The programme is recommended to the NMC for approval.

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Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** Condition one: The university must provide documentary evidence of the process for consideration of students' prior learning in relation to relevant Standards of proficiency, including outlining how the number of practice hours required on the programme will be determined and communicated to PLPs. (All programme routes) (SRTPP R1.6, R2.11) **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** None identified.
Date condition(s) to be met:	24 February 2021
Recommendations to enhance the programme delivery:	Recommendation one: Consider strengthening the support mechanisms for RtP nursing students whilst in clinical placements. (Nursing route) (SFNME R2.9) (NMC and university recommendation)

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	Recommendation two: Consider increasing cohort cohesiveness whilst students are on placement by creating formal and informal structures of support, including encouraging engagement with formal UWE representative processes. (University recommendation) Recommendation three: Consider reviewing the module assessment components to ensure they're mapped accurately to learning outcomes in the specifications. (University recommendation) Recommendation four: Consider using the term 'family members and carers' in both nursing and midwifery documentation. (University recommendation)
Focused areas for future monitoring:	Communication of student guidance in relation to practice learning hours to be achieved.

Programme is recommended for approval subject to specific conditions being met		
Commentary post review of evidence against conditions: In response to condition one, UWE has provided documentary evidence of the process for the consideration of students' prior learning in relation to relevant standards of proficiency, including how the number of practice hours required on the programme will be determined and communicated to PLPs. Condition one is now met.		
AEI Observations	**Observations have been made by the education institution** **YES** ☐	**NO** ☒
Summary of observations made, if applicable		
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒	

	Recommended to refuse approval of the programme	☐
Date condition(s) met:	24 February 2021	

Section three

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

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC, 2018) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC *Standards for student supervision and assessment*
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:
R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:
R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:
R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
R1.7 students are empowered to be proactive and to take responsibility for their learning
R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

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

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

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

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

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

Findings against the standard and requirements

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

Assurance is provided that PLPs, SUCs and students are engaged in the co-production of the programme and that there are mechanisms for the ongoing review and development of the programme.

There's documentary evidence of effective partnerships with PLPs supporting all programme routes and collaboration at both strategic and operational levels of the programme. Evidence from the approval visit confirms the use of strategic and operational education and practice forums which provide the mechanisms to monitor the quality of education with stakeholder membership including PLPs, students, representation from Health Education England (HEE) and SUCs. Meeting structures allow for two levels of oversight; practice based operational concerns to evaluate and monitor practice placement concerns and at strategic level to provide oversight on curriculum development and workforce and standards compliance. We're informed by the programme team and PLPs during the visit of effective collaboration in developing practice supervisor and practice assessor roles and in monitoring student placement capacity and placement audits. PLPs also advise of their involvement with student recruitment to the programme routes and in the delivery of clinical skills teaching on university premises when permissible.

SUCs describe the wide range of opportunities to inform the curriculum, drawing on several examples where they participate with delivery of key lectures as well as facilitating seminar work in relation to the carer's specialist area mapped to the students learning outcomes. SUCs tell us that the organisation of their contribution is being updated to ensure their speciality is utilised more effectively within the curriculum. SUCs tell us that they feel respected and valued. There's evidence in the RtP nursing and nursing associate PADs of their involvement in students' practice assessment. SUCs tell us of the overarching faculty coordinating group which oversees the recruitment and development of SUCs including remuneration of expenses and fees.

The midwifery service user strategy document refers to consultation and engagement with maternity and other representative organisations for the programme. This is facilitated by a midwifery community partnership group. The maternity service user at the visit is a member of this group and describes effective relationships with the midwifery team that are of mutual benefit. They're also involved in practice assessment and evaluation, captured in the MORA.

Midwifery students tell us they've good relationships with the academic team and feel well supported throughout the programme. Nursing and SCPHN students advise that there are good partnerships between the academics in practice (AiP), practice assessors, practice supervisors and academic assessors. In most cases students receive timely feedback on progress although students on the nursing route advise that responses to email requests aren't always prompt. The programme team is advised to consider strengthening the support mechanisms for RtP nursing students whilst in clinical placements encouraging greater consistency of tutor support. (Recommendation one)

All students tell us they provide feedback on programme delivery which is listened to. Students receive effective supervision and support in practice while also being assured of their supernumerary status during the life of the programme. Students tell us they're encouraged to be proactive in pursuing inter-professional placement learning opportunities.

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

MET ☒ **NOT MET** ☐

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

MET ☒ **NOT MET** ☐

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

Date condition(s) met:
N/A

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

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

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

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

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

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

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

R1.2.5 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

Proposed transfer of current students to the programme under review

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

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

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

YES ☒ **NO** ☐

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

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

R1.2.5 have capability in literacy to meet programme outcomes

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

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

MET ☐ **NOT MET** ☒

R1.6 is not met for all programme routes. Documentary evidence states that the faculty adopts a personalised approach for students on the RtP programme using a placement information form to capture and evaluate the student's prior experiences and proficiencies. The programme team advise us that the form is used during the selection process and communicated to the PLPs to ensure students are clear of the required practice hours to meet the SRTPP.

Students tell us that this is unclear and they're advised that all RtP students have to achieve 450 practice hours during the programme. PLPs tell us their understanding is that all students are required to achieve 450 practice hours and that shift patterns as supernumerary students reflect this. One PLP understands that midwifery students are required to achieve 750 practice hours.

The process for communicating to PLPs the required practice hours to be completed by each student while also confirming previous student experience is unclear and therefore a condition is applied. (Condition one)

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

MET ☒   **NOT MET** ☐

R1.7 is met for all programme routes. Documentary evidence and the approval
visit confirm support for numeracy, literacy, digital and technology literacy is
sufficient to enable students to meet programme outcomes. Students at the visit
describe the range of teaching and learning opportunities and resources which
help them to revisit the required numeracy and literacy skills and proficiencies as
well as advance their digital and technological abilities. Students and the
programme team tell us of the digital platforms which students work with and,
where required, access to assistance where necessary. Documentary evidence,
the programme team and students tell us that numeracy and literacy skills are
assessed with opportunities for formative feedback provided. Students describe
the range of critical thinking toolkits available and numeracy and medicine
calculation software that are used for learning, teaching and assessment.

PLPs confirm students have access to practice-based online resources, with time
allocated to support their engagement with this.

Proposed transfer of current students to the programme under review

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

The programme team confirm there are no students on the existing programme
requiring transfer to the new 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 that the SSSA have been fully implemented
across the PLPs. All students undertaking the current RtP programme have
transferred to the SSSA.

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

YES ☒　　**NO** ☐

Outcome

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

Documentary evidence and the approval visit don't provide assurance of the process for the consideration of students' prior learning in relation to relevant Standards of proficiency. There's no clarity as to how the number of practice hours required during the programme is determined, or evidence that the placement form used to capture this information is communicated to PLPs.

Condition one: The university must provide documentary evidence of the process for consideration of students' prior learning in relation to relevant Standards of proficiency, including outlining how the number of practice hours required on the programme will be determined and communicated to PLPs. (All programme routes) (SRTPP R1.6, R2.11)

Date: 27 January 2021

Post event review

Identify how the condition(s) is met

Condition one: UWE has provided documentary evidence of the process for the consideration of students' prior learning in relation to relevant Standards of proficiency, including how the number of practice hours required on the programme will be determined and communicated to PLPs.

Evidence:
School of health and social wellbeing, recognition of prior experiential learning process for RtP, undated

Date condition(s) met: 24 February 2021

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

Standard 2: Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

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

Yes ☒   **No** ☐

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

Yes ☒   **No** ☐

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

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

Yes ☒   **No** ☐   **N/A** ☐

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

Yes ☒   **No** ☐   **N/A** ☐

Specialist community and public health nurses (SCPHNs)

Yes ☒   **No** ☐   **N/A** ☐

Nursing associates

Yes ☒   **No** ☐   **N/A** ☐

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

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

MET ☒   **NOT MET** ☐

R2.4 is met for all programme routes. Documentary evidence and the approval visit confirm that programme design and delivery enable students to achieve the required proficiencies to return to their intended area of practice. RtP nursing, RtP nursing associate, RtP SCPHN, RtP nursing/SCPHN, RtP midwifery/SCPHN and RtP midwifery routes each consist of one module of study with shared learning where content is common to each, and specific content reflecting individual intended areas of practice. PLPs and students describe the selection process which confirms the area of intended practice they return to associated with their prior experiences.

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Students tell us of the structured approach used in helping them into their practice areas and in meeting their programme outcomes. They describe the process of practice placement allocation, orientation and induction to the clinical area and personnel, meetings with practice assessors and regularity of progress feedback from practice supervisors. PLPs, the programme team and documentary evidence assure us of the collaborative process in the recruitment of RtP students. This includes utilising honorary contracts to facilitate allocation to placement areas aligned with the students' intended area of practice within each NHS trust organisation.

Evidence provides assurance that the following requirements are met:

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

YES ☐   **NO** ☐   **N/A** ☒

The proposed programme will only be provided in England.

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

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

Yes ☒   **No** ☐   **N/A** ☐

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

Yes ☒   **No** ☐   **N/A** ☐

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

Yes ☒   **No** ☐   **N/A** ☐

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

Yes ☒   **No** ☐   **N/A** ☐

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

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assurance of nursing, midwifery and
nursing associate education.

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

MET ☒   **NOT MET** ☐

R2.7 is met for the nursing route. Programme documentary evidence and the approval visit confirm programme content necessary to meet each field of nursing practice: adult, children, learning disabilities and mental health nursing. Module documentary evidence demonstrates content and timetables specific to each field. Each field content is facilitated by a field specific academic and mapped to the SPRN. The programme team and students tell us that students are allocated a field specific academic personal tutor and supported by field specific academic assessors, practice assessors and practice supervisors.

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

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

MET ☒   **NOT MET** ☐   **N/A** ☐

R2.8 is met for the nursing route. Documentary evidence and the approval visit demonstrate that the programme is designed to reflect the general and professional content necessary for nurses to return to or remain on the register. Documentary evidence confirms programme learning outcomes for RtP nursing is mapped to the SPRN.

Field specific proficiencies for nursing are identified within module content and the RtP nursing PAD. These are supported by field specific academic assessors and practice assessors to contextualise theory with practice outcomes and proficiencies. Practice assessors, practice supervisors, academic assessors and personal academic tutors use the RtP nursing PAD to record student progress and achievement. Nursing students at the visit tell us that the programme equips them to return to the register.

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

MET ☒   **NOT MET** ☐   **N/A** ☐

R2.8 is met for the midwifery route. Midwifery learning outcomes are mapped across the programme documentation and aligned with the SPM. This includes additional requirements associated with systematic examination of the newborn.

Midwifery RtP students share six module days with nursing and SCPHN RtP students. The indicative timetable is well structured and focuses on themes that are relevant to all professional groups, for example medicines management. Separate group work is led by the midwifery module leader and ensures that profession specific content is addressed, for example midwives' exemptions. The midwifery students tell us that the multidisciplinary approach supports their learning and enhances professional relationships. The module leader confirms that RtP midwifery students also access specific theory and simulation-based sessions with pre-registration students to support achievement of the programme learning outcomes.

Specialist community and public health nurses (SCPHNs)

MET ☒   NOT MET ☐   N/A ☐

R2.8 is met for the SCPHN routes. Documentary evidence and the approval visit confirm that RtP SCPHN, RtP nursing/SCPHN and RtP midwifery/SCPHN programme content is mapped to the Standards of proficiency for SCPHN. Students wishing to return to part three of the register must undertake and achieve the SCPHN Standards of proficiency in addition to the requirements for returning to part one or part two of the register. If the student is already registered on part one or part two, they'll undertake the SCPHN Standards of proficiency only.

Specific SCPHN proficiency opportunities are identified within module content and supported by SCPHN specific academic assessors and practice assessors. Exposure to community and public health patient interventions are coordinated by practice assessors and supported by practice supervisors. Engagement with the wider public and community facing health and social care services are encouraged to contextualise theory with practice outcomes and proficiencies for public health nursing. Students tell us that this is effectively coordinated and valued.

Student and practice assessor representatives at the visit describe the effectiveness of the programme in developing proficiencies to enable students to return to part three of the register. They tell us how they use the RtP SCPHN PAD to record public health interventions and proficiencies and have allocated time in the practice setting to enable reflection. PLPs tell us that this was developed by UWE with local PLPs to support the SCPHN, nursing/SCPHN and midwifery/SCPHN RtP routes.

Nursing associates

MET ☒   NOT MET ☐   N/A ☐

R2.8 is met for the nursing associate route. Programme documentary evidence confirms that the RtP nursing associate route is designed to reflect the general and professional content necessary for nursing associates to return to or remain on the register. Documentary evidence confirms programme learning outcomes for RtP nursing associates are mapped to the SPNA and set at the appropriate academic level. Content evidence confirms that proficiencies are mapped to the RtP nursing associate PAD with underpinning theory addressed within module content.

Content components are shared with other RtP programme routes with seminar work undertaken to ensure the differences in academic level expectations in learning outcomes for nursing associates are facilitated.

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

MET ☒   **NOT MET** ☐

R2.9 is met for all programme routes. Programme documentation and the approval visit identify where specific content such as safeguarding, consent, pharmacology and medicines administration and optimisation are included within the programme for all nursing, nursing associate, SCPHN and midwifery RtP students. The RtP PADs and the MORA ensure students are able to demonstrate and record the achievement of proficiencies in their area of specific practice. Module descriptors, RtP PADs, MORA and programme timetable demonstrate where specific taught theory and practice application is undertaken to update students.

Students share content learning in areas such as consent, safeguarding and capacity. SUCs tell us that they're involved with simulation-based learning activities which address communication and patient rights. Documentary evidence and the approval visit evidences that the completion of the safeguarding workbook is mandatory for midwifery and SCPHN students. This is monitored by the module leaders and confirmed at the end of the programme before students are approved to apply for readmission, or to remain on, the NMC 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

MET ☒   **NOT MET** ☐

R2.10 is met for all programme routes. Programme documentary evidence and the approval visit confirm that the curriculum uses a range of learning and teaching strategies effectively. Programme documentation confirms programme theory is

delivered across a six-week period supported by proportional use of distance learning modes of delivery. The programme team and students tell us that the faculty has a good understanding of their learning needs, including identifying additional learning needs and support if required to engage with online learning materials and assessment methods.

Students tell us that online learning resources are effective, content is contemporary and easy to access. They also state that learning support is responsive and available through university student support services. Students tell us that the university has a wide range of teaching and learning, digital and simulation resources.

Students tell us that they receive good support from their academic personal tutors via distance learning. This supports students in developing and submitting their theoretical assessments, confirming that the programme team are accessible and supportive.

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

MET ☐   **NOT MET** ☒

R2.11 is not met for all programme routes. Programme documentary evidence indicates that students must achieve 200 theory hours and up to 450 hours in practice placement. The programme team tell us that they consider all RtP students' individual plans which determine the programme length in relation to practice learning.

PLPs and RtP students tell us that students are recruited as employees and placed on an honorary contract during the length of the programme. The programme team tell us that PLPs contribute to the selection and admission process onto the RtP programme with individualised plans used to capture student prior experiences to inform programme length. However, PLPs and students tell us that all RtP students are required to achieve a minimum of 450 practice hours which is inconsistent with NMC standards. Therefore, a condition is applied. (Condition one)

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

YES ☒   **NO** ☐

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

	YES ☒ NO ☐
Outcome	
Is the standard met? MET ☐ NOT MET ☒	
For all RtP programme routes, the programme team must ensure that student experience prior to commencing the programme is recorded and communicated to PLPs so that programme length can be appropriately determined. Condition one: The university must provide documentary evidence of the process for consideration of students' prior learning in relation to relevant Standards of proficiency, including outlining how the number of practice hours required on the programme will be determined and communicated to PLPs. (All programme routes) (SRTPP R1.6, R2.11) **Date:** 27 January 2021	
Post event review	
Identify how the condition(s) is met: Condition one: UWE has provided documentary evidence of the process for the consideration of students' prior learning in relation to relevant standards of proficiency, including how the number of practice hours required on the programme will be determined and communicated to PLPs. Evidence: School of health and social wellbeing, recognition of prior experiential learning process for RtP, undated	
Date condition(s): 24 February 2021	
Revised outcome after condition(s) met: MET ☒ NOT MET ☐	

Standard 3: Practice learning
Approved education institutions, together with practice learning partners, must:

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

Findings against the standard and requirements

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

R3.1 provide practice learning opportunities that confirm students can deliver safe and effective care in their intended area of practice to a diverse range of people
MET ☒   NOT MET ☐

R3.1 is met for all programme routes. Programme documentation and discussions at the approval visit confirm that students have sufficient learning opportunities to enable them to develop skills and knowledge to deliver safe and effective care in their intended area of practice to a diverse range of people. PLPs tell us that they coordinate placements to ensure students have opportunities in working and supporting patients and service users with a variety of health and social care needs, across a variety of services, to a diverse range of people. Students tell us that the placement areas reflect the area in which they intend to practice and enable them to develop the required Standards of proficiencies for nursing, SCPHN and/or midwifery.

The programme team and employers tell us that placement allocations are coordinated by PLPs to ensure sufficient capacity of student allocations are maintained including nursing associate RtP students. The midwifery practice facilitator tells us that placement learning is flexible and can be adapted to support individual student's learning needs. The midwifery students tell us that they're able to access a range of opportunities to deliver effective midwifery care. PLPs tell us

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that the process of RtP student placement allocations reflect the employer's workforce requirements, that allocations is a joint process which ensures effective communication between the PLP, the programme team and RtP students.

Documentary evidence confirms that the placement quality assurance governance process ensures RtP students are allocated to a placement area which provides them with appropriate practice learning opportunities. Students and PLPs confirm students are supernumerary in practice and are encouraged to complete placement evaluations which are discussed at placement monitoring meetings between PLPs and the faculty.

Students tell us they're aware of how to raise and escalate concerns about care and how they're supported. RtP programme documents provide students with guidance on how to escalate concerns.

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

MET ☒ **NOT MET** ☐

R3.2 is met for all programme routes. Programme documentation and the approval visit confirm students meet the communication and relationship management skills and procedures in their intended area of practice. Practice assessors, academic assessors and practice supervisors work with students to plan how they'll meet the communication and relationship management skills procedures and proficiencies. Students confirm they're supported by their practice supervisors in identifying opportunities in practice to develop the skills for effective communication and management. Communication and relationship management skills are mapped and recorded in the RtP PADs and MORA.

The programme team and students tell us that the faculty has online software which provides students with an additional learning opportunity to develop communication and relationship management skills.

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

MET ☒ **NOT MET** ☐

R3.3 is met for all programme routes. Programme documentation and the approval visit demonstrate how practice assessors and practice supervisors support students in developing their abilities in meeting the holistic needs of people. The programme team and PLPs tell us that students have access to a wide range of

placement settings for their intended area of practice to facilitate student learning for all fields of nursing, SCPHN and nursing associate practice. Placement allocation is undertaken collaboratively and reflects the employers and programme outcome requirements.

Students tell us that the placement areas meet their learning needs, enabling them to develop and demonstrate the required proficiencies. Students tell us they're allocated a practice assessor on commencement who reflects their intended area of practice for re-registration.

Documentary evidence demonstrates that RtP midwifery students are provided with a balance of placement experience in key maternity settings. Some students experience continuity of care practice although this depends on individual trust's services. PLPs organise students' placement journeys, however the midwifery practice facilitator tells us that placement learning is flexible and can be adapted to support individual student's learning needs. Placement experience is evaluated by formative and summative assessment of practice and captured in the MORA.

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

MET ⊠   NOT MET ☐

R3.4 is met for all programme routes. Programme documentation and the approval visit confirm that technology-enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment across all programme routes.

Students tell us that UWE have technology-based learning resources which are effective and enable remote flexible learning to be accommodated. PLPs and the programme team tell us that time is allocated within the programme timetable to ensure students are prepared to utilise online learning materials. PLPs and students tell us that the practice learning environments provide students with time to access faculty online learning materials during placements.

The approval visit and programme documentation confirm that simulation opportunities are timetabled into the single module format with a focus on professional discipline specific skills to support placement-based learning. PLPs and students tell us that additional simulation opportunities in practice placements are provided to support the development of their skills proficiencies. Summative assessment of proficiencies is detailed within the RtP PAD for each programme route and the MORA.

R3.5 take account of students' individual needs, personal circumstances and intended area of practice when allocating their practice learning including making reasonable adjustments for students with disabilities, and
MET ☒   **NOT MET** ☐
R3.5 is met for all programme routes. Documentary evidence and the approval visit confirms that PLPs are responsible for ensuring RtP students are allocated to an appropriate practice learning environment in line with their intended area of practice. Students tell us that allocation is undertaken in collaboration with UWE and that placements enable them to access other clinical areas in order to develop skills and knowledge in meeting the diverse needs of people. Programme team, PLPs and programme documentation confirm a range of student support policies are in place to assist student learning, including a disability policy to address specific learning needs. The recruitment and selection process both into employment and onto the programme invites all prospective student to self-declare on appointment if they have additional learning support needs. Students tell us they're aware of the support policies and mechanisms available to them if they have additional learning support needs. Students advise that it's effectively communicated to them at the start of the programme. PLPs and the programme team tell us that student learning and progression is monitored through regular feedback on theory and practice learning and adjusted using action learning plans if required to support the students' ongoing development. Student facing documents for all programmes provide advice on who to contact if support is needed for personal reasons such as dependency care concerns or where student learning adjustments are required.
Evidence provides assurance that the following requirements are met: R3.6 ensure that students are supernumerary.   **Yes** ☒   **NO** ☐
Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met   **YES** ☒   **NO** ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met   **YES** ☒   **NO** ☐

Outcome
Is the standard met? **MET** ☒ **NOT MET** ☐   **Date:** 27 January 2021
Post event review
Identify how the condition(s) is met: N/A
Date condition(s):   N/A
Revised outcome after condition(s) met: **MET** ☐ **NOT MET** ☐   N/A

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

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

Findings against the standards and requirements

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

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

MET ☒ **NOT MET** ☐

R4.1 is met for all programme routes. Programme documentary evidence and the approval visit confirm that the programme complies with the SFNME. There exist partnership agreements between the faculty and PLPs, including policies and processes which ensure student support, supervision and practice assessment is sufficiently resourced at strategic and operational levels. Students and PLPs tell us that they're supported and supervised in practice learning environments by appropriately qualified nurses, SCPHNs and/or midwives. All students advise that the process of assessment is structured around a tripartite process which includes a first informal meeting with the practice assessor, followed by a mid-point formative meeting, followed by a final summative assessment meeting. Students and PLPs tell us that this can be adjusted if required to suit individual student's needs. The programme team tell us that additional meetings with the practice assessor and practice supervisors are arranged where necessary. All aspects of the practice assessment and feedback are captured in the relevant field/profession/discipline specific PAD including the MORA. Students tell us that they're aware of their scope of practice. Programme documentation confirms the allocation of an existing external examiner.

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

MET ☒ **NOT MET** ☐

R4.2 is met for all programme routes. Programme documentation and the approval visit provide assurance that student support, supervision, learning and assessment meet the SSSA. The programme team tell us they've adopted the national PADs for RtP nursing, nursing associate and the RtP MORA for midwifery. The programme team and programme documentation confirm there's a specific PAD

related to SCPHN proficiencies for the RtP SCPHN, RtP nursing/SCPHN and RtP midwifery/SCPHN routes.

PLPs tell us of the process of updating and preparing practice staff for the SSSA requirements. Students on the current RtP programme tell us that they've been supervised and assessed in practice by practice supervisors and practice assessors and by an academic assessor when confirming final practice assessment outcomes through a tripartite meeting.

Students tell us of the progression meetings between themselves and the practice assessor to help review and monitor proficiencies at the formative stage. The programme team and PLPs tell us of the preparation process to ensure that practice assessors and practice supervisors are prepared to support RtP students in relation to the SRTPP.

In addition to academic link tutors supporting practice areas, practice education facilitators (PEFs) are appointed by the PLPs to support and develop practice assessors and practice supervisors. The PEFs tell us of their role in supporting practice supervisors and practice assessors as well as the coordination of practice assessor and practice supervisor update sessions for all registered nurses and midwives.

Evidence provides assurance that the following requirement is met:

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

YES ☒   NO ☐

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

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

MET ☒   NOT MET ☐

R4.4 is met for all programme routes. Programme documentation confirms the use of regular student feedback to support student learning and development. Students tell us of the different learning needs they have as they seek to return to the register. They tell us of the support mechanism and services such as online platforms and distance learning resources that are available in providing feedback opportunities supporting their development. Module specification and handbook

documentation confirm the assessment requirements for each route and specific profession/discipline including the structured use of formative feedback.

Students tell us of the frequent opportunities provided in receiving feedback which is timely and developmental. However, some students state there's inconsistent support from the programme team when they complete the theory learning and are in placement. The programme team should consider strengthening the support mechanisms for RtP nursing students whilst in clinical placements encouraging greater consistency of tutor support. (Recommendation one)

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

MET ☒   **NOT MET** ☐

R4.5 is met for all programme routes. Programme documentation and the approval visit confirm the programme enables students to meet the required standards of proficiency and programme outcomes to be readmitted to, or remain, on the register.

Programme documents, PADs and the MORA reflect the relevant programme/field of practice Standard of proficiency. Students must achieve the summative theoretical and practice assessment outcomes and proficiencies to meet required standards.

Module descriptors and PADs confirm the required proficiencies and outcomes to be achieved for nursing, SCPHN, nursing associate and midwifery RtP students. Students tell us of the opportunities for formative feedback to assist their progression and development.

The midwifery module handbook and MORA are mapped to the SPM and SRTPP. The MORA records achievement of proficiencies and episodes of specific practice experience. Documentary evidence and the approval visit show that students who are successful in academic and practice assessment will meet the required standards to re-join the NMC register. The students from all programme routes tell us they're confident that the programme effectively prepares them to re-join the register.

The programme team and programme documentation confirm the process for reassessment in the event of student failure.

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

MET ☒   **NOT MET** ☐

R4.6 is met for all programme routes. Programme documentation and the approval visit confirm that students have opportunities to meet communication and relationship management skills and procedures during practice placements. These skills and procedures are recorded in the relevant PAD/MORA by the practice assessor. Students confirm this.

Documentary evidence and approval visit confirm that the midwifery assessment of theory also provides opportunities to evaluate communication and relationship management. Programme documents and the approval visit confirm nursing, SCPHN, nursing associate and midwifery students are assessed and supervised in these areas.

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

MET ☒   **NOT MET** ☐

R4.7 is met for all programme routes. Programme documentation and the approval visit confirm that the programme is designed to enable students to achieve proficiencies for being readmitted to, or remaining on, the register. The programme team tell us that practice and academic assessments are designed to test student proficiencies and professional knowledge related to the student's professional field and discipline. Programme documentation and the approval visit confirm that all relevant proficiencies must be completed to enable students to be readmitted to, or to remain on the register.

PLPs and students advise that the programme equips them with the necessary skills and knowledge for readmission to, or remaining, on the register.

Evidence provides assurance that the following requirement is met:

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

YES ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R4.9 is met for all programme routes. Documentary evidence and the approval visit confirm that students' safe and effective practice and suitability to be readmitted to, or remain on, the register is assured. PLPs tell us that students are provided with appropriate practice placements so they may develop the relevant Standards of proficiency and outcomes to deliver safe and effective practice to be readmitted to, or remain on, the register.

The PADs and the MORA confirm whether students are recommended to be readmitted to, or remain on, the register or not. Students and PLPs tell us that this also informs whether the employer wishes to offer the student employment at the end of this process.

The programme team and PLPs confirm that all practice learning environments are audited to ensure suitability of placement opportunities in relation to relevant Standards of proficiency, whilst other programme documentation provides advice to students about escalating concerns and fitness to practice.

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

YES ☒　　**NO** ☐

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

YES ☒　　**NO** ☐

Outcome

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

Date: 27 January 2021

Post event review

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

Date condition(s) met: N/A

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

Standard 5: Qualification or credits to be awarded and information on NMC registration

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

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

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

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

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

Outcome

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

Date: 27 January 2021

Post event review

Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: MET ☐   NOT MET ☐ N/A

Section four

Sources of evidence

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

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

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

Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	☒	☐
If you stated no above, please provide the reason and mitigation Practice placement handbook not provided as allocations and oversight is undertaken by the employer for the RtP programme. Details related to practice placement allocations and process are located within recruitment, selection and admission programme documentation and within placement agreements between the university and PLPs.		
List additional documentation: Post conditions evidence School of health and social wellbeing, recognition of prior experiential learning process for RtP, undated		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Five RtP nursing students (four mental health field, one adult field) One RtP SCPHN student Three RtP midwifery students		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☐	☒
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒
If yes, state where visited/findings:		
If you stated no above, please provide the reason and mitigation UWE is an established AEI and visits to resources weren't required.		
Additional comments: None identified.		

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