Nursing & Midwifery Council

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

MOTT MACDONALD

Programme approval report

Section one

Programme provider name:	University of Central Lancashire
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 – Nursing Return to Practice – Nursing Associate
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

	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
RTP Midwifery/SCPHN	
Date of approval visit:	25 March 2022
Programme start date: **Return to practice:** **Nursing:** Adult Mental health Children's Learning disabilities **Midwifery** **Nursing Associate** **SCPHN** **Nursing/SCPHN** **Midwifery/SCPHN**	 1 September 2022 1 September 2022 1 September 2022 1 September 2022 N/A 1 September 2022 N/A N/A N/A
QA visitor(s):	Registrant Visitor: Angela Hudson

Section two

Summary of review and findings

University of Central Lancashire (UCLan), faculty of health and care, school of nursing (the school) is seeking approval for a part-time return to practice (RtP) programme in all four fields of nursing and a nursing associate (NA) route. UCLan currently offers undergraduate pre-registration midwifery and nursing programmes for adult, child, learning disabilities and mental health fields and a foundation degree for NAs.

The RtP programme presented for approval is part of a regional workforce strategy in the north west, and UCLan will take students onto the RtP programme from the north west geographic area with lapsed Nursing and Midwifery Council (NMC) registration or a shortfall in revalidation hours. Student applications to the RtP programme is supported by Health Education England (HEE) through provision of funding for the programme and a student bursary for expenses.

Documentary evidence and the approval visit confirm the RtP programme is developed in collaboration with practice learning partners (PLPs), students and service users and carers (SUCs). UCLan are part of the north west practice education group (NWPEG) for implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018). This approach includes shared educational audit documents and shared preparation of practice supervisors, practice assessors and academic assessors. Documentary evidence and the approval visit confirm a robust partnership approach between UCLan and PLPs to manage and mitigate any risks to student learning.

The programme is structured as one module at levels five and six. There'll be some separate taught sessions and the assessment is at level five for NAs. The RtP programme contains generic content but there's a limited field specific focus.

UCLan use the all England RtP practice assessment documents (PADs) for nursing and NA RtP students. The PADs evidence the process to enable practice supervisors, practice assessors and academic assessors to work together when considering the competence of students.

This approval visit is undertaken by remote means.

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The programme meets the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the SSSA.

The programme doesn't meet the Standards for RtP programmes (SRtPP) (NMC, 2019) as a condition applies.

The programme is recommended to the NMC for approval subject to one NMC condition and one university condition. One university recommendation is made.

Updated 9 May 2022:

The NMC and university conditions are now met. The SRtPP is now met.

The programme is recommended for approval to the NMC.

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:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** Condition one: Provide student facing programme documentation that clearly sets out the programme

	content, including specific clinical skills and procedures, for each field of nursing practice and NAs, and that supports students to return to their intended area of practice. (SRtPP R2.7, R2.8) **Education governance: management and quality assurance:** Condition two: That documentation requirements be met as outlined in annex two of the university validation report. (University condition)
Date condition(s) to be met:	6 May 2022
Recommendations to enhance the programme delivery:	Recommendation one: That the course team consider methods for robust collection and communication of student feedback to facilitate full evaluation of the programme. (University recommendation)
Focused areas for future monitoring:	Review mechanisms for student feedback and evaluation. Review of field specific sessions in the RtP programme.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions: The programme team have provided a revised scheme of work that clearly sets out the programme content, including specific clinical skills and procedures, for each field of nursing practice and for NA. A proficiency development framework is provided for nurses and NAs and gives more detail on the content of the field specific sessions. An updated student programme information pack and programme handbook includes clear information for students on the field specific sessions content. Condition one is now met.

The revised programme documentation demonstrates the changes requested by UCLan and this is confirmed by the approval chair. The university condition 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:	6 May 2022

Section three

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

Partnerships

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

Please refer to the following NMC standards reference points for this section:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

[Standards for student supervision and assessment](#) (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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. Documentary analysis and discussion at the approval visit provides evidence of effective partnership working at strategic and operational levels for the delivery of the RtP programme. A partnership agreement demonstrates commitment by each PLP to facilitate and support student learning and assessment in practice learning environments, and to provide facilities and resources to support students' practice learning. The school and PLPs have processes to respond quickly to any concerns if standards of care or students' practice learning are considered at risk. There's appropriate shared governance, oversight and monitoring of the programme. Partnership meetings are held twice a year in the north west region to review and provide feedback on student practice learning experiences in all programmes. Lines of communication and accountability for the quality assurance, development, delivery and evaluation of the RtP programme are established through twice yearly programme meetings to which practice education facilitators (PEFs) are invited. PLPs contribute to curriculum development meetings for the proposed RtP programme. This is evidenced in minutes of stakeholder meetings and confirmed at the approval visit. PLPs tell us they contribute to the design and content of the proposed programme. PLPs give an example of increased clinical skills included in the taught programme days as a result of their feedback. PLPs tell us they're keen to support more RtP students and are actively involved with recruitment and selection through interviews and group activities. They plan to offer support in the form of employment to any RtP student that completes the programme successfully in their practice area. PLPs agree partnership arrangements for the

SSSA including preparation of practice supervisors and practice assessors and the process of allocating practice supervisors and practice assessors to RtP students.

The school demonstrate strong partnership working with SUCs. There's a university wide service user group, Comensus, that recruits and prepares SUCs for involvement in education activities including equality, diversity and inclusion training. SUCs also receive preparation for teaching which is a mandatory session. SUCs we met at the approval visit confirm they've been prepared and that the preparation sessions were very helpful for their role.

At school level SUCs are involved in recruitment, selection, teaching, assessment and evaluation of the RtP programme. SUCs tell us they contribute to curriculum development and support specific sessions in the RtP programme such as simulation days, clinical skills and complex case studies. This is confirmed in the documentary evidence. They tell us that being able to contribute remotely to teaching sessions has increased the number of SUCs in the school and provided a broader range of individuals that are able to contribute their experiences.

The school demonstrates effective partnership working with students. Documentary evidence and discussion at the approval visit confirm students are involved in programme consultation, and feedback is positive about the content and structure of the proposed programme. They're enthusiastic about the RtP programme and the positive support they receive from UCLan and PLPs. Students tell us the programme prepares them well for RtP and they're well supported in practice learning. Students confirm they're supernumerary in practice learning settings and are aware of the processes for feeding back any concerns about practice learning.

Students confirm there are opportunities to evaluate their practice learning experiences and the RtP programme, although they tell us some students don't provide any feedback. The programme team confirm that response rates are variable but a new feedback system for the student voice called Unitu is in place which will capture student feedback through a range of formal and informal processes. Unitu will be used for the proposed RtP programme.

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 met. A diagnostic self-assessment tool is sent to students post interview to support the returner to review their current knowledge, skills and experience and to demonstrate how the standard of proficiencies may already be met.

Students' prior learning and experience is discussed with the programme lead on admission to the programme. The outcome of the diagnostic self-assessment helps determine the number of hours required in practice settings and the student's intended scope of practice. The proficiencies, annexe A and B skills and procedures are documented in the self-assessment document and students provide evidence to support their self-assessment. This is linked to the PADs and shared with the practice assessor and academic assessor at the first practice tripartite meeting. The purpose and processes for conducting tripartite meetings are included in the PAD and RtP programme documents.

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. The school have implemented an active blended learning approach which includes developing digital capability through embedding digital skills throughout the programme.

There's a wide range of support strategies available for students to develop their abilities in literacy, numeracy, digital and technological literacy. Students have access to WISER, a student facing academic writing and study skills development service, which provides feedback on extracts of academic writing style and referencing. Students can seek additional individual support through faculty librarians or through online guides to support literature searching, assignment writing and referencing. Numeracy support is provided via SN@P, an online numeracy toolkit, which is used for numeracy skills development and assessment.

RtP students are introduced to Blackboard, the virtual learning environment (VLE), at programme induction. The e-learning for healthcare (ELFH) programme must be completed before going into practice. A feature of this programme is the provision of online discussion groups for academic peer support and learning, and a virtual coffee shop. Increased knowledge, skills and proficiencies in digital and technological literacy are developed through asynchronous online activities via Blackboard.

All RtP students are encouraged to undertake the building essential skills together diagnostic assessment in the first four weeks of the programme, which includes the assessment and development of English, maths and key skills. Completion of the activities informs an individual learning plan. The plan is reviewed by the year tutor and students can be referred for further support to a range of services in the university. The school has appointed student coaches whose role is to provide additional individual support to students to help them progress through their programme.

Proposed transfer of current students to the programme under review

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

There're no current students to transfer to the proposed programme.

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

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

The SSSA was implemented in 2019 at UCLan and with its PLPs, and already applies to RtP students.

Assurance is provided that Gateway 1: _[Standards framework for nursing and midwifery education](...)_ relevant to selection, admission and progression are met

YES ☒   **NO** ☐

Outcome

Is the standard met?	MET ☒ NOT MET ☐
Date: 25 March 2022	
Post event review	
Identify how the condition(s) is met N/A	
Date condition(s) met: N/A	
Revised outcome after condition(s) met: MET ☐ NOT **MET** ☐ N/A	

Standard 2: Curriculum
Approved educations institutions, together with practice learning partners, must: R2.1 ensure programmes comply with the NMC *Standards framework for nursing and midwifery education* R2.2 comply with the NMC *Standards for student supervision and assessment* R2.3 ensure that programme learning outcomes reflect relevant standards of proficiency R2.4 design and deliver a programme that supports students to return to their intended area of practice R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language R2.6 state routes within the return to practice programme that allows: R2.6.1 nurses to be readmitted to, or remain on, the register in one or more of the specific fields of nursing practice: adult, children, learning disabilities and mental health nursing R2.6.2 midwives to be readmitted to, or remain on, the register as midwives R2.6.3 specialist community and public health nurses (SCPHNs) to be readmitted to, or remain on, the register as specialist community and public health nurses R2.6.4 nursing associates to be readmitted to, or remain on, the register as nursing associates

R2.7	set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, children, learning disabilities and mental health nursing
R2.8	set out the general and professional content necessary to confirm the relevant standards of proficiency and programme outcomes for each part of the register
R2.9	ensure that specific content such as: safeguarding, consent, pharmacology and medicines administration and optimisation is included for the student to be readmitted to, or remain on, the register
R2.10	ensure the curriculum uses a range of learning and teaching strategies which may include flexible or distance learning, which must be used effectively and proportionately to support learning and assessment, and
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** ☒

A RtP route for midwifery is not offered on this programme.

Specialist community and public health nurses (SCPHNs)
                                               YES ☐   **NO** ☐   **N/A** ☒

A RtP route for SCPHNs is not offered on this programme.

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

<div align="right">

MET ☒   **NOT MET** ☐
</div>

R2.4 is met. Programme design and delivery supports students to return to their intended area of practice. The programme is structured as one shared module for both nurses and NAs delivered through a blended learning approach. There are some separate sessions timetabled for NAs. The programme is 12 months in length with theory delivered in the first three months followed by practice learning to be achieved in up to 450 hours. The programme structure has a total of 65 theory hours delivered over 12 study days which includes 33.5 hours of face to face teaching and 31.5 hours of clinical skills. There's 32 hours of self-directed asynchronous learning.

Students follow a hub and spoke practice learning approach and spend a minimum of 22.5 hours in practice learning but can reduce that to 15 hours if there are specific personal circumstances. Students are encouraged to undertake the 22.5 hours in consecutive weeks. Students are also able to undertake theory and practice learning concurrently if they prefer and PLPs confirm this can be facilitated in most practice settings. RtP nursing students identify the preferred area of practice they wish to return to in their application to the programme. PLPs at the approval visit tell us that students may be placed outside of their preferred area of practice to achieve specific proficiencies or skills.

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

<div align="right">

YES ☐   **NO** ☐   **N/A** ☒
</div>

The programme is delivered in England.

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

R2.6.1 nurses to be readmitted to, or remain on, the register in one or more of the

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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☐   **NO** ☐   **N/A** ☒

A RtP route for midwives is not offered on this programme.

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** ☒

A RtP route for SCPHNs is not offered on this programme.

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

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

MET ☐   **NOT MET** ☒   **N/A** ☐

R2.7 is not met. Programme outcomes are mapped to SRtPP. Theoretical content that's field specific is limited and accounts for six hours of self-directed learning, complex skill scenario simulation and a 15 minute case based presentation by each RtP student. The simulation day has various field specific scenarios for students to work together on. It's not clear in the documentation how six hours of self-directed learning and a field specific scenario supports students to return to their intended area of practice. At the approval visit the programme team tell us that most sessions, including clinical skills, will have a field specific context, however this is not clear in the scheme of work or student facing documentation. (Condition one)

Field specific academic staff will support the programme through delivery of some sessions, such as the online mental health first aid, and act as field specific

academic assessors. RtP students will be offered the opportunity to attend sessions of interest in the pre-registration nursing programme.

The RtP PADs support student assessment of proficiencies for their field and intended scope of practice. Episodes of care assessed by the practice assessor provide opportunities for students to demonstrate proficiencies and knowledge to provide care for service users within their chosen field of practice. Students, practice supervisors, practice assessors and academic assessors use the PAD to record feedback, development and proficiencies attained in practice.

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 (Nursing) is not met. The programme is designed around general content with a predominantly adult nursing focus. There's general online content in for example mental health first aid but the relationship of the content to each field of nursing is not made clear in the scheme of work or student facing documentation.

Clinical skills account for 31.5 hours of programme teaching and is aligned to the adult nursing field. Contextualisation and relevance of each skill is not aligned to other fields of nursing practice. The programme team tell us at the approval visit that clinical skills delivery is field specific but this isn't apparent in programme documentation and student handbooks. It's not clear in programme documentation how a student's previous knowledge, skills and experience are taken into consideration when planning clinical skills sessions. (Condition one)

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

MET ☐   **NOT MET** ☐   **N/A** ☒

A RtP route for midwives is not offered on this programme.

Specialist community and public health nurses (SCPHNs)
MET ☐   **NOT MET** ☐   **N/A** ☒

A RtP route for SCPHNs is not offered on this programme.

Nursing associates

MET ☐ **NOT MET** ☒ **N/A** ☐

R2.8 (NA) is not met. The programme is designed around general content with a predominantly adult nursing focus. There's general online content such as medicines management but the relationship of the content to the scope and context of the NA role is not made clear in the scheme of work or student facing documentation.

Relevance of each skill is not aligned to the NA scope of practice. It's not clear in programme documentation how a student's previous knowledge, skills and experience are taken into consideration when planning clinical skills sessions. (Condition one)

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. Students, PEFs and PLPs confirm the RtP programme appropriately prepares students to be readmitted to, or remain on, the register as a nurse or NA.

The scheme of work shows where general content related to safeguarding, consent, pharmacology and medicines administration and optimisation are included in the programme. Pharmacology content is included in the ELFH online learning platform which students need to complete prior to attending practice learning experiences.

A medicines management formative and summative assessment is included in the PADs for both nurses and NAs. This is contextualised to the NA scope of practice.

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

MET ☒ **NOT MET** ☐

R2.10 is met. Documentary evidence and the approval visit indicate that a variety of learning and teaching strategies are used within the programme including clinical skills, simulations, flexible online learning activity through the VLE, face to face sessions and practice learning.

The programme includes 11 face to face study days and one self-directed online study day. All online learning is asynchronous. Students have guided study workbooks for venepuncture and pharmacology. There are unlimited formative attempts at the SN@P numeracy tool.

Prior to placement, students will undertake ELFH training, which incorporates the NHS core skills required for practice such as infection control and moving and handling. Students tell us that preparation for online learning was variable at the start of the programme but acknowledge there's plenty of advice and support available at UCLan. Students tell us that the diagnostic assessment at the start of the programme is a useful approach for students to identify their digital skills and be guided to appropriate support and guidance.

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

MET ☒   **NOT MET** ☐

R2.11 is met. The programme is delivered over one year. This is an appropriate length to support the programme outcomes. Theory and practice are delivered separately, although students can choose to undertake practice learning concurrently with theory, providing they've completed all mandatory skills prior to starting practice learning.

The decision regarding the exact practice learning hours required is taken in partnership with PLPs, the programme lead or year tutor and the student, and is determined based on previous knowledge, skills and experience. Programme documentation makes explicit that students are expected to undertake at least two shifts per week in practice learning settings. A practice assessment process document provides a guide to the tripartite meetings for each RtP student. Student progress is reviewed at 100 hours and at three further check points of 150, 300 or 450 hours. At each stage student progress is assessed and if all proficiencies are completed students are able to be put forward for assessment at the next board.

Students submit when they have completed the written assessment, proficiencies and requisite hours in practice. This enables students to enter the register as soon as possible.

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

YES   ☒   **NO** ☐

Nursing & Midwifery Council

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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** ☒

Student facing documentation doesn't make clear how previous knowledge, skills and experience are taken into consideration when planning clinical skills sessions to support students to return to their intended area of practice. Programme documentation doesn't explain how theoretical learning will be contextualised for each nursing field and NA scope of practice.

Condition one: Provide student facing programme documentation that clearly sets out the programme content, including specific clinical skills and procedures, for each field of nursing practice and NAs, and that supports students to return to their intended area of practice. (SRtPP R2.7, R2.8)

Date: 25 March 2022

Post event review

Identify how the condition(s) is met:

Condition one: The programme team have provided a revised scheme of work that clearly sets out the programme content including specific clinical skills and procedures for each field of nursing practice and for NA. A proficiency development framework is provided for nurses and NAs and gives more detail on the content of the field specific sessions. An updated student programme information pack and programme handbook includes clear information for students on the field specific sessions content and how learning is contextualised to each field.

Condition one is now met.

Evidence:

RtP proficiency development framework NA, May 2022
RtP proficiency development framework registered nurse, May 2022
RtP programme information pack 2022/2023, May 2022
RtP programme specification, May 2022

RtP programme handbook, version four, May 2022
RtP scheme of work version two, May 2022

Date condition(s) met: 6 May 2022

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

Standard 3: Practice learning

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

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

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

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

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

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

R3.6 ensure that students are supernumerary.

Findings against the standard and requirements

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

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

MET ☒ **NOT MET** ☐

R3.1 is met. The programme team and PLPs confirm at the approval visit that they collaborate to provide learning opportunities which are sufficient to deliver safe and effective care for nurses and NAs to return to, or remain on, the register in their intended area of practice. UCLan has an extensive range of individual practice learning environments across the north west geographic area, some of which are shared with other universities in the area.

UCLan has appropriate policies and procedures in place for raising and escalating concerns, fitness to practise, student code of conduct and disciplinary procedures. There's a sharing and escalation of quality concerns HEE document outlining a five stage process which includes sharing of Care Quality Commission (CQC) reports across approved education institutions (AEIs) in the north west. There's documentary evidence of a process for removing a practice learning environment from student practice learning experience and evidence of exceptional reporting to the NMC relating to PLPs with adverse regulator reports. Academic staff receive CQC alerts for practice learning environments, and a risk assessment is completed. Areas identified as medium or high risk as a result of student feedback, concerns in practice or regulator reports will have action plans developed and monitored at quarterly practice placement meetings held with PLPs. Medium or high risk assessments are escalated to HEE.

A north west learning environment educational audit document includes RtP students. Audits are completed every two years.

The practice assessor closely monitors student progress to ensure that the practice learning opportunities enable students to deliver safe and effective care. Tripartite meetings are held at the start, midpoint and end of the programme between student, practice assessor and academic assessor to identify any gaps in the student's experience, skills or proficiencies. Students at the approval visit confirm they're supernumerary in practice learning environments.

Student facing documentation is aligned with the Code (NMC, 2018) and students assure us they understand the scope of practice as an RtP student.

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. Documentary evidence and the approval visit confirm how practice supervisors, practice assessors and academic assessors work with students to

plan their practice learning experience to meet the communication and relationship management skills, procedures and proficiencies in their intended area of practice. There're a variety of practice learning placements to facilitate student learning in communication and relationship management suitable to each field of nursing practice and NA scope of practice. Communication and management skills are mapped and recorded in the PAD.

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. Practice learning experiences are allocated by the work-based learning team (WBL). The WBL team liaises with PEFs to ensure that students are placed in appropriate settings; this is monitored by the programme lead for RtP to ensure students have the appropriate practice learning experiences across the programme. A hub and spoke model of practice learning is used and students can work with other professionals to gain experience.

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. The programme uses a variety of teaching and learning methods including simulation-based and technology enhanced learning. Students access a range of digital environments and resources that have been developed to support a high quality learner experience. The capabilities associated with digital and technological literacy are embedded within the RtP programme, through the use of Blackboard. Some face to face teaching sessions will be delivered synchronously online through Microsoft Teams software.

Technology enhanced and simulation-based learning opportunities are effective and proportionate. There's one simulation-based learning day planned within the programme. Simulation-based learning opportunities vary in complexity from using vital signs monitoring equipment to managing complex case scenarios using manikins in the simulation-based learning day. This day provides opportunities for students to work together in field specific scenarios to solve complex cases. NAs will have a similar simulation-based learning day suitable for their scope of practice.

Students prepare for clinical skills by undertaking theoretical learning online prior to practical sessions. Skills are assessed in practice learning environments through the PADs.

Coursework is submitted electronically via the VLE and students access results via Turnitin.

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

MET ☒   NOT MET ☐

R3.5 is met. UCLan have well established processes of support for students with disabilities requiring reasonable adjustments (RAs). A best practice guide for inclusivity and placements outlines the student's responsibility to disclose any disability. Students with RAs are allocated an inclusive support adviser who makes recommendations for RAs for academic work. A RA plan (RAP) is drawn up in conjunction with the student. RAs for practice are supported by course specific academic staff. Consent is sought from students to share the RAP with the work-based learning administration team to support allocation of practice learning experiences. Students will be encouraged to share the RAP with practice supervisors and practice assessors.

UCLan has a fitness to study policy, extenuating circumstances policy and mitigating circumstances process in place to support students though unexpected events such as illness or personal life circumstances. Extensions for course work of up to 10 working days can be given by academic staff to support students with short term difficulties such as illness.

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: 25 March 2022	

<table>
<tr><td colspan="2">Post event review</td></tr>
<tr><td>Identify how the condition(s) is met:

N/A</td></tr>
<tr><td>Date condition(s):

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

N/A</td></tr>
</table>

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.

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. Documentary analysis and the approval visit indicate that university induction, education, ongoing development and support for academic staff ensures compliance with the SFNME in relation to student support, supervision, learning and assessment. A personal development plan and annual review process provides evidence of commitment from the university to supporting staff with resources and time to fulfil their roles.

Students are supported by a year tutor in their specific field. Year tutors act as personal tutors and provide field specific support and contextualise student learning. Students meet with the year tutor three times during the programme but can contact a tutor at any point should they need additional support and guidance.

Partnership agreements are in place with PLPs to support the programme intentions and provide assurance that there's sufficient resource to support supervision, learning and assessment in the programme at both strategic and operational levels. PLP representatives at the approval visit demonstrate a strong commitment to the RtP programme.

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. Documentary evidence and the approval visit provide assurance that student support, supervision, learning and assessment meet the SSSA. The programme handbook and PADs contain information on the roles of the practice supervisor, practice assessor and academic assessor.

UCLan is a member of NWPEG which oversees a collaborative approach to the implementation of the SSSA across AEIs in the North West. NWPEG meet on a bi-monthly basis and act as a forum for collaboration and sharing of good practice in

practice education and facilitating the support of students in practice learning settings.

NWPEG has produced a number of resources and information for AEIs and PLPs including factsheets, self-declaration assessment forms and handbooks for practice supervisors, practice assessors and academic assessors. NWPEG have produced a practice supervisor, practice assessor and academic assessor preparation programme for all AEIs and PLPs in the north west to use to ensure a consistent approach to preparation.

The SSSA was implemented at UCLan in September 2019. Practice supervisors and practice assessors confirm they have undertaken appropriate preparation and understand their role. The programme team confirm that RtP practice assessors and practice supervisors will receive further individual preparation to support an RtP student if required. The programme team confirm that academic assessors are field specific, are on the appropriate part of the NMC register and actively engage in tripartite meetings. NA RtP students will have their own academic assessor familiar with NA proficiencies and scope of practice.

PLPs confirm there's sufficient resources in practice learning to support students in all four fields of nursing and NAs. The practice assessment record and evaluation tool ensures that students can be supported by sufficient practice supervisors and practice assessors in each organisation.

PEFs support a quality learning environment and act as a point of contact for practice supervisors and practice assessors, and facilitate communication with UCLan link lecturers and academic assessors about student issues or concerns. PEFs attend regular meetings with UCLan to discuss programmes including RtP.

Support in practice is provided by PEFs, academic assessors and university link lecturer staff. The PEF will act as the nominated person in practice for students during their practice learning experience.

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. Programme documentation, including a scheme of work, provide
evidence of where students will get feedback to support their development needs.
There's three module assessment group support sessions timetabled to give
support and guidance in a group setting. These meetings give students the
opportunity to reflect on progress and develop action plans to progress. Students
can meet with their year tutor at any time to discuss progress. The practice
assessment process makes clear the tripartite arrangements to meet with students
in practice settings to discuss progress and development. The PADs provide
opportunities for interim feedback. SUCs provide feedback in the PADs.

There's a formative field specific presentation scheduled in the programme providing
opportunities for students to receive feedback from peers and academic staff.

Students have unlimited formative attempts at SN@P numeracy assessment
throughout the programme. There's a formative attempt at the first episode of care
in the PADs, and a tripartite review at the midpoint to facilitate discussion between
the student, practice assessor and academic assessor about progress towards
achievement of the proficiencies.

Summative assessment comprises two elements: a 3000-word reflective
assignment and achievement of proficiencies outlined in the PADs.

Tripartite meetings with the student, practice assessor and academic assessor
occur at the start, midpoint and end of the programme. This links with the process
for practice assessment flow chart which has three progress meeting points at
100, 150 and 300 hours. At the 150 and 300 hours stages, if students have
completed all proficiencies successfully the student is recommended for final
assessment. At each stage if further time is needed the student moves to the next
progression point. Minimum hours to achieve the proficiencies are 150, with a
maximum of 450. Retrieval of proficiencies can be offered at the discretion of the
programme assessment board with an additional 150 hours provided to retrieve
outcomes and proficiencies.

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. Students who are successful in academic and practice learning assessments meet the required standards to be readmitted to, or remain on, the register as a nurse or NA. This is confirmed by documentary evidence and the programme team at the approval visit. Both PADs provide a record of student achievement in practice for the required proficiencies. Programme outcomes are assessed through formative and summative assessment. PLPs and students tell us the programme prepares them for readmission to, or remaining on, the register. The assessment strategy and programme guide make clear the arrangements for reassessment.

Student progress is tracked using student attendance monitoring system for in person sessions. Students engagement with the VLE is tracked using its built in tracking system.

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

MET ☒ **NOT MET** ☐

R4.6 is met. The programme learning outcomes and assessment strategy evidences the development of communication and relationship management skills throughout the programme for both nurses and NAs. The scheme of work and online activities provide evidence of theoretical learning to support the development of communication and relationship management skills and procedures. RtP students are able to demonstrate they meet proficiencies and skills around communication and relationship management skills and procedures through the PAD. Furthermore, these skills are explicitly assessed in practice settings.

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. Programme documentation and the approval visit confirm robust arrangements for assessing student proficiency in theory and practice, which supports students to be readmitted to, or remain on, the register.

The academic assessors for nursing and the academic assessor for NA discuss student progress with the practice assessor at the final summative assessment point. Confirmation is either face to face, via email or online communication or by telephone. Decisions are recorded in the PAD.

The programme lead confirms student achievement at UCLan module assessment and course assessment boards. Once confirmed through these processes, students are then eligible to apply to be readmitted to, or remain on, the register.

Students say the programme prepares them 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

<div align="right">

YES ☒ **NO** ☐

</div>

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.

<div align="right">

MET ☒ **NOT MET** ☐

</div>

R4.9 is met. The UCLan fitness to practise policy outlines a robust process for managing student fitness to practise concerns. The policy applies to all students including RtP. A fitness to study policy outlines actions to be taken if a student's health or wellbeing impacts on their study and ability to progress. This applies to both theory and practice learning.

Documentary evidence and the approval visit provide assurance in students' ability to deliver safe and effective care suitable for readmission to, or remaining on, the register upon successful completion of the RtP programme. Programme content places an emphasis on public safety and protection. Stakeholders are confident that successful students are safe and effective practitioners who they employ. PLPs confirm that practice learning environments provide suitable experiences for students returning to practice.

Students complete a good health and good character declaration at the end of the programme which informs the deputy head of schools decision to sign the supporting declarations for completing students.

The nursing programme outcomes and PAD are mapped to the Future Nurse: Standards of proficiency for registered nurses (NMC, 2018), which includes the assessment of students safe and effective nursing practice.

The NA programme outcomes and PAD are mapped to the Standards of proficiency for NAs (NMC, 2018), which includes the assessment of students safe and effective nursing 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:** 25 March 2022

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

Standard 5: Qualification or credits to be awarded and information on NMC registration
Approved education institutions, together with practice learning partners, must: R5.1 ensure that the minimum credits/award for a return to practice programme for nurses and midwives is at bachelor's degree level R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and R5.3 notify students during and before completion of the programme how they

apply to re-join the NMC register.

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

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Outcome

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

Date: 25 March 2022

Post event review

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

Date condition(s) met:
N/A

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

Section four

Sources of evidence

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

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

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

Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	☒	☐
If you stated no above, please provide the reason and mitigation: The programme document doesn't contain programme rationale. Consultations are in separate documents. There's no separate practice placement handbook as information is included in the PAD and programme handbook. SCPHN and midwifery RtP routes aren't presented for approval.		
List additional documentation: CQC report Blackpool Teaching Hospitals NHS Foundation Trust, 19 January 2022 CQC report Bolton NHS Foundation Trust, 11 April 2019 CQC report Surrey and Sussex Healthcare NHS Trust, 7 May 2021 CQC report University Hospitals of Morecambe Bay NHS Foundation Trust, 20 August 2021 CQC report Liverpool University Hospitals NHS Foundation Trust, 26 October 2021 CQC report Lancashire Care NHS Foundation Trust, 29 October 2015, CQC report East Lancashire Hospitals NHS Trust, 12 February 2019 CQC report Spire Fylde Coast Hospital, 2 September 2019 CQC report The Pennine Acute Hospitals NHS Trust, 10 February 2021 CQC report Manchester University NHS Foundation Trust, 19 March 2019 Post approval visit documentation to meet conditions: Appendix two programme reapproval proforma, May 2022 RtP Module descriptor NA, level five, May 2022 RtP Module descriptor nursing, level six, May 2022 RtP proficiency development framework NA, May 2022 RtP proficiency development framework registered nurse, May 2022 RtP programme information pack 2022/2023, May 2022 RtP programme specification, May 2022 RtP programme handbook, version four, May 2022 RtP scheme of work, May 2022		
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: Alumni: Two adult nurses from 2014 cohort and 2021 cohort. One mental health nurse from 2018 cohort.		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
If you stated no above, please provide the reason and mitigation:		

UCLan is an established AEI providing NMC approved programmes including RtP.
Additional comments: None identified.

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Issue record			
Final Report			
Author(s):	Angela Hudson	Date:	25 March 2022
Checked by:	Pamela Page	Date:	5 April 2022
Submitted by:	Amy Young	Date:	25 May 2022
Approved by:	Leeann Greer	Date:	26 May 2022