Nursing & Midwifery Council

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Programme approval visit report

Section one

Programme provider name:	Robert Gordon University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	NHS Highland NHS Grampian NHS Orkney NHS Shetland NHS Tayside NHS Fife NHS Forth Valley NHS Borders NHS Lothian
Programme(s) reviewed: Programme: Return to Practice - Midwifery Title of programme: Return to Practice Programme start date: 5 October 2020 Academic level(s): SCQF: Level 9 Programme: Return to Practice - Nursing Adult Title of programme: Return to Practice Programme start date: 5 October 2020 Academic level(s): SCQF: Level 9 Programme: Return to Practice - Nursing Child Title of programme: Return to Practice Programme start date: 5 October 2020 Academic level(s): SCQF: Level 9 Programme: Return to Practice - Nursing Learning Disabilities Title of programme: Return to Practice Programme start date: 5 October 2020	

Academic level(s):
SCQF:
Level 9

Programme: Return to Practice - Nursing Mental Health
Title of programme: Return to Practice
Programme start date: 5 October 2020

Academic level(s):
SCQF:
Level 9

Programme: Return to Practice - SCPHN
Title of programme: Return to Practice
Programme start date: 5 October 2020

Academic level(s):
SCQF:
Level 9

Date of approval	6 July 2020
QA visitor(s):	Registrant Visitor: Joanne Lidster
	Lay Visitor: Sheila Brown

Summary of review and findings
Robert Gordon University (RGU) school of nursing and midwifery (the school) is presenting a return to practice (RtP) programme which facilitate nurses, midwives and specialist community public health nurses (SCPHN) to return to, or remain on, the Nursing and Midwifery Council (NMC) register. The RtP programme consists of one academic module offered at 30 credits at Scottish credit and qualifications framework (SCQF) level nine. It's the first time the programme is proposed to be delivered collectively to nurses, midwives and SCPHN in line with the Standards for RtP programmes (SRTPP) (NMC, 2019). The programme is designed with discipline specific and field specific (for nursing) components to meet requirements within the single module/programme format. The school has experience of delivering RtP programmes and is equipped to deliver educational provision to urban, remote and rural areas. The programme is designed and delivered using a collaborative employment model and is commissioned by NHS Education for Scotland (NES). Each student will complete 200 theory hours and 150-450 placement hours depending on their experience. The latter will be decided collaboratively and will allow all programme outcomes and proficiencies to be achieved. Full- and part-time placements are provided and normally include a full range of shifts. Documentary evidence and the approval visit confirm effective partnership working between RGU and key stakeholders. The programme team engage at a national level working with NES and in co-production with NHS partners and stakeholders at regional and local level to develop this programme. It is using the 'once for Scotland' framework. RtP programme learning outcomes enable students to achieve the Standards of proficiency for registered nurses (NMC, 2018) within the once for Scotland RtP practice assessment document (RtP nursing PAD) for RtP nursing. RtP midwifery programme learning outcomes enable students to achieve the Standards of proficiency for midwives (NMC, 2019) within the once for Scotland RtP midwifery PAD (RtP MPAD). For students wishing to return to part three of the register, they will undertake RtP SCPHN and be required to demonstrate achievement of the Standards of proficiency for SCPHN (NMC, 2004) as well as the requirements for returning to nursing or midwifery. RtP PADs are developed through collaboration with other programme providers in Scotland. The programmes do not meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) at programme level. The programmes meet the Standards for student supervision and assessment (SSSA) (NMC, 2018) at programme level. The visit is undertaken by remote means due to Covid-19 restrictions.

The RtP programmes are recommended to the NMC for approval subject to three conditions. Two specific conditions apply to all programmes and one condition is for RtP midwifery. Visitors made one recommendation applicable to all programmes.

Updated 2 September 2020:

Evidence has been provided that the conditions set at the approval visit have been met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** Condition one: The approved education institution (AEI) must provide documentary evidence for the consideration of students' prior learning in relation to relevant Standards of proficiency and programme outcomes, including outlining how this will be determined and communicated to practice learning partners (PLPs). (All programmes) (SFNME R2.3, R2.5, R2.8, SRTPP R1.6) Condition two: The AEI must provide mapping documentation for transferring existing RtP students (on interruption of studies) onto the new programme. (All programmes) (SFNME R2.1, R2.2, R2.3). **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified

	Education governance: management and quality assurance: Condition three: The AEI must provide consistency in documentary evidence for minimum and maximum practice and theory hours in all student facing documentation and guidance to practice learning staff. (RtP midwifery programme) (SFNME R2.1, R2.3, SRTPP R2.11)
Date condition(s) to be met:	28 August 2020
Recommendations to enhance the programme delivery:	Recommendation one: The AEI is advised to consider strengthening service user involvement in this programme. (All programmes) (SFNME R1.12)
Focused areas for future monitoring:	Recognition of prior learning (RPL) in relation to the relevant standards of proficiency in planning individualised student learning plans. Consistency of student facing information regarding learning hours. Stakeholder involvement in programme design, development and evaluation.

	Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

In response to condition one, RGU has provided documentary evidence for the consideration of students' prior learning in relation to relevant standards of proficiency and programme outcomes, including outlining how this will be determined and communicated to PLPs. This includes a self-assessment proforma (SAP) and action plan for RtP students designed to help identify learning needs and produce an action plan which is developed with the practice assessor and academic assessor.

Condition one is now met.

In response to condition two, RGU has provided mapping documentation for transferring existing RtP students (on interruption of studies) onto the new programme, as well as a process flowchart.

Condition two is now met.

In response to condition three, RGU has provided documentary evidence for the minimum and maximum practice and theory hours in all student facing documentation and guidance to practice learning staff.

Condition three is now met.

AEI Observations	Observations have been made by the education institution
	Yes
Summary of observations made, if applicable	Student intake information highlighted as incorrect.
	Reference to intakes has been removed from the report.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	2 September 2020

Section three

NMC Programme standards
Please refer to NMC standards reference points
Standards for return to practice programmes (NMC, 2019)

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Return to practice standards (NMC, 2019)

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

Standards for competence for registered midwives (NMC, 2009)

Standards of proficiency for nursing associates (NMC, 2018)

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

Standards for specialist education and practice (NMC, 2001)

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

Standards for student supervision and assessment (NMC, 2018)

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

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

QA Handbook (September 2018 updated July 2019)

Partnerships

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

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

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

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all

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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

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Findings against the standard and requirements

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

Documentary evidence and the approval process demonstrate a collaborative approach between RGU and PLPs in the development of RtP (all programmes). There's evidence that stakeholders' views and feedback are considered and incorporated into developing these programmes. The SSSA is already implemented by PLPs within practice learning areas for RtP programmes in line with NMC Covid-19 emergency standards, and there are satisfactory arrangements for support, monitoring and governance of the RtP programmes shared between RGU and PLPs. At the approval visit, PLP representatives describe RGU as a proactive organisation that engages fully with them during the development of the RtP programmes and implementation of the SSSA. PLPs tell us they're committed to implementing the SSSA, including preparing practice supervisors and practice assessors to support learning and assessment in practice. Programme documentation and the approval process demonstrate there

are effective partnership arrangements for monitoring and maintaining the learning environment and for effective support of practice supervisors and practice assessors. PLPs describe collaborative working arrangements and opportunities to work together. PLPs tell us they're involved in recruitment and selection of students and they're confident in RtP students being fit for returning to practice because of the programme. Documentary evidence and the approval visit confirm co-operation between RGU and PLPs in relation to fitness to practise and escalation of concerns processes for all RtP programmes.

At the approval visit, students report being involved in programme consultations. Previous RtP nursing students speak positively about their programme and about the support from RGU, both in theory and during practice learning. They have multiple opportunities to provide feedback and communication channels with the programme leader and team. They inform us their views and experiences are considered in the development of this new RtP programme. They report being supported in the practice learning environment and have opportunities to work alongside other health and social care professionals and students.

Service user and carer (SUC) representatives tell us their relationships with, and support from, the school are positive. SUCs and their activities are valued by students and academic staff. They welcome the opportunity to be further involved in these programmes and are frequently involved in clinical skills scenario work across pre-registration programmes. (Recommendation one). One SUC tells us of involvement in programme development for RtP midwifery. There's evidence in the RtP PADs of SUC involvement in formative student assessment during practice. One SUC confirms attending a monthly meeting for midwifery education at RGU.

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

Met

Gateway 2: Standards for student supervision and assessment

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

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

Proposed transfer of current students to the programme under review

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

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

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

Evidence provides assurance that the following requirements are met:

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

Yes

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

Yes

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

Yes

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

Yes

R1.2.4 can demonstrate they meet NMC English language requirements

Yes

R1.2.5 have capability in literacy to meet programme outcomes

Yes

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

Yes

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

Yes

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

Yes

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

return to practice programme

Yes

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

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

Not Met

R1.6 is not met. Documentary evidence and the approval visit doesn't confirm that students' prior learning and experience in relation to the relevant Standards of proficiency, programme outcomes and the students' intended scope of practice is fully considered, documented and communicated to students, the programme team and PLPs.

At the visit the programme team discuss how applicants demonstrate they've previously gained knowledge and skills to meet programme learning outcomes through provision of evidence of prior learning during the admission process. However, there's no process for how students' prior experiences are considered by the programme team for relevant Standards of proficiency and programme outcomes. There's no documentary or narrative evidence for how students' certificated learning and experiential learning are assessed and recorded in relation to the area(s) of practice they intend to return to. In addition, it's unclear who is responsible for this process, how it's moderated and if an external examiner is appointed to review a sample of the RPL claims. Evidence of how this is communicated to PLPs and becomes part of the student's individualised plan is absent. It's unclear if the length of time in practice determined as part of this individualised plan can be revised and/or negotiated. There's no evidence for how the student's individualised learning plan is developed collaboratively with the academic assessor, practice assessor and student.

Documentary evidence and the approval visit do not provide assurance for the consideration of students' prior learning in relation to relevant Standards of proficiency and programme outcomes to facilitate individualised learning plans for each student. There's no evidence that individual learning plans are communicated to PLPs. (Condition one)

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

R1.7 support students throughout the programme in updating their abilities

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in numeracy, literacy, digital and technological literacy to meet programme outcomes.

Met

R1.7 is met. Documentary evidence and the approval visit demonstrate numeracy, literacy, digital and technological literacy are mapped to programme outcomes and the relevant Standards of proficiency. Documentary evidence shows assessment of student ability in digital and technological literacy commences at the admissions stage via the application process and then verified at interview. Other examples include students navigating the virtual learning platform and using email.

Students tell us support to continuously develop numeracy, literacy, digital and technological literacy occurs through a range of communication methods and learning resources. These are available from RGU and from PLPs when students are in practice placement. Students tell us of using the NES digital platform, TURAS, during RtP as an example. This has information and resources for all health and social care professionals to access. This resource is indicated in the dynamic syllabus.

PLPs confirm there are induction activities which enable students to be orientated to, and updated on, electronic platforms used in practice.

The school's senior management team discuss their experience, support for, and investment in numeracy, literacy, digital and technological literacy to facilitate the blended learning approach within RtP programmes.

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 that for the proposed programme start date there'll be students on existing programmes to transfer to the new programme. There's no evidence that the existing RtP programme is mapped to the new RtP programme and new SRTPP. There's no evidence that transferring to the new programme is discussed with students or changes to assessments and timescales for when students will transfer.

Documentary evidence and the approval visit do not demonstrate a robust process to transfer current students onto the proposed programme or ensure programme learning outcomes and proficiencies meet NMC standards. (Condition two)

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 school has implemented SSSA across programme provision, in line with the NMC Covid-19 emergency standards. PLPs and students confirm this at the approval visit. PLPs and the programme team confirm they're involved in preparation to implement SSSA at a national level and they're aware this is now implemented in line with the NMC emergency standards. PLPs report they're supported to undertake the roles of practice supervisor and practice assessor. Practice learning support from RGU helps them to undertake these new roles. PLPs confirm they know and understand the SSSA requirements and practice supervisor and practice assessor roles in relation to RtP.

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

No

Documentary evidence and the approval visit do not provide assurance for the consideration of students' prior learning in relation to relevant Standards of proficiency and programme outcomes to facilitate individualised learning plans for each student. There's no evidence that individual learning plans are communicated to PLPs. (Condition one)

Documentary evidence and the approval visit do not demonstrate a robust process to transfer current students onto the proposed programme or ensure programme learning outcomes and proficiencies meet NMC standards. (Condition two)

Outcome

Is the standard met?

Not Met

Documentary evidence and the approval visit do not provide assurance for the consideration of students' prior learning in relation to relevant Standards of proficiency and programme outcomes to facilitate individualised learning plans for each student. There's no evidence that individual learning plans are communicated to PLPs.

Condition one: The AEI must provide documentary evidence for the consideration of students' prior learning in relation to relevant Standards of proficiency and

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programme outcomes, including outlining how this will be determined and communicated to PLPs. (All programmes) (SFNME R2.3, R2.5, R2.8, SRTPP R1.6)

Documentary evidence and the approval visit do not demonstrate a robust process to transfer current students onto the proposed programme or ensure programme learning outcomes and proficiencies meet NMC standards.

Condition two: The AEI must provide mapping documentation for transferring existing RtP students (on interruption of studies) onto the new programme. (All programmes) (SFNME R2.1, R2.2, R2.3)

Date: *6 July 2020*

Post Event Review

Identify how the condition is met:

Condition one: RGU has provided documentary evidence for the consideration of students' prior learning in relation to the relevant Standards of proficiency and programme outcomes, including outlining how this will be determined and communicated to PLPs. This includes a SAP and action plan for RtP students designed to help identify learning needs and produce an action plan which is developed with the practice assessor and academic assessor.

Evidence:
RPL process flowchart for RtP students, undated
SAP and action plan, undated
Updated RtP validation document, undated
Updated RtP practice supervisor practice assessor handbook 2020, undated
Updated RtP student handbook, undated

Condition two: RGU has provided mapping documentation for transferring existing RtP students (on interruption of studies) onto the new programme, as well as a process flowchart.

Evidence: -
Updated RtP validation document, undated
RtP temporary suspension of studies transfer flowchart, undated
RPL process flowchart for RtP students, undated
SAP and action plan, undated
Temporary suspension of studies nursing student transfer mapping to new NMC standards, undated

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Date condition(s) met: 2 September 2020

Revised outcome after condition(s) met:

Met

Conditions one and two are met.

Standard 2: Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

nursing

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

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

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

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

Evidence provides assurance that the following requirements are met:

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Specialist community and public health nurses (SCPHNs)

Yes

Nursing associates

No

The programme is not designed for students to be readmitted to, or remain on, the register as nursing associates.

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

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

Met

R2.4 is met. RtP nursing, RtP SCPHN and RtP midwifery programmes each consist of one module of study. There are elements common to each programme and bespoke content reflecting the individual programmes. The programme team describe their intention for every student to have an individualised plan, based on the intended area of practice they wish to return to and their prior experience. PLPs and students tell us previous RtP programme content and practice placements are based on the intended area of practice students wish to return to and their prior experience. PLPs and the programme team tell us of a collaborative employment model which is commissioned by NES. This involves students being matched to a specific area of practice and then supported to RtP within that organisation. Students give us examples where RGU and PLPs have facilitated and structured placements to ensure they have opportunities to meet programme outcomes.

Midwifery:
Documentary evidence and the approval visit demonstrate programme design and delivery supports RtP midwifery students to return to all aspects of midwifery practice. PLPs confirm they provide practice placements offering RtP midwifery students the opportunity to practice and demonstrate proficiencies and meet programme outcomes. PLPs in rural areas confirm they liaise with the programme team and sufficient resources are in place enabling students to travel to larger PLPs. This ensures access to required learning opportunities not provided in rural settings, facilitating students to achieve proficiencies in relation to additional care for women and newborn infants with complications.

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

N/A

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nursing associate education.

The proposed programme will only be provided in Scotland.

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

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

Yes

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

Yes

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

Yes

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

No

The programme is not designed for students to be readmitted to, or remain on, the register as nursing associates.

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

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

Met

R2.7 is met. Documentary evidence and confirmation at the approval visit demonstrates programme content to meet each field of nursing practice: adult, child, mental health and learning disabilities. Documentary evidence details the content and indicative timetable for the programme. This shows the programme is tailored for the specific needs of students for each programme/field of practice (nursing). Subject specialists for each field will deliver content relevant to those students and within the broader context of the programme. There's a mapping document where programme learning outcomes and generic indicative content are mapped against the Standards of proficiency for registered nurses (NMC, 2018).

Examples of where programme/field of practice (nursing) specific content is facilitated is in the dynamic syllabus.

The programme team say every student is allocated a personal tutor and an academic assessor from the same RtP programme and field of practice (nursing). These roles will enable students to contextualise the programme for their field of practice. The personal tutor and academic assessor role is usually carried out by the same academic member of staff. Documentary evidence provides a list of RtP academic staff and their programme/field of practice (nursing) expertise. The school's senior management team tell us there's a range of academic staff to support RtP with programme and field of practice (nursing) specific expertise. Learning disabilities nursing support is provided by an established associate lecturer within the school. The programme team confirm there's sufficient resource to support the programme and each returner in each programme/field of practice (nursing). Students confirm they're supported by academic staff with programme and field of practice (nursing) specific expertise.

The personal tutor and academic assessor provide programme support and, when students are undertaking placement learning, their contact information is included in practice assessment documentation should the practice supervisor and practice assessor require support.

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

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

Met

R2.8 is met. Documentary evidence and the approval visit confirm the programme is designed around general and professional content necessary for nurses and midwives to return to, or remain on, the register. The programme learning outcomes for RtP nursing, RtP SCPHN, RtP midwifery are mapped to their relevant Standards of proficiency. Students wishing to return to part three of the register will undertake RtP SCPHN and are required to demonstrate achievement of the Standards of proficiency for SCPHN (NMC, 2004) as well as the requirements for returning to part one or part two of the register.

Students, personal tutors, academic assessors and practice assessors use RtP practice assessment documentation to record feedback, development and relevant proficiencies attained in practice. Programme/field specific (nursing) learning opportunities are identified in the indicative timetable and personal tutor/academic assessors will support students to contextualise learning on the programme to their programme/field of practice (nursing). Students at the approval visit confirm

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their programme prepares them to return to the register and gives them confidence to practice. PLPs confirm RtP students from RGU are prepared to return to practice.

Midwifery:
The RtP programme descriptors refer to professional and contemporary issues within midwifery practice. These relate to programme and module learning outcomes and to the Standards of proficiency for midwives (NMC, 2019). RtP midwifery students are provided with theory regarding full systematic physical examination of the newborn infant in line with local and national protocols. This supports them to achieve relevant proficiencies.

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

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

Met

R2.9 is met. Programme documentation and the approval visit show where specific content such as: safeguarding, consent, pharmacology and medicines administration and optimisation are included within the programme. RtP PADs provide students with opportunities to demonstrate and document achievement of proficiencies in these specific areas of practice. Timetabling in the dynamic syllabus shows specific taught theory content to update students on mental capacity and consent, safeguarding, medicines optimisation, violence and aggression, interprofessional working and revalidation.

The programme team tell us of opportunities for students to practice medicines administration, as well as other content, in the simulation facilities. SUCs confirm they're involved in simulation activities with students from RGU.

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

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

Met

R2.10 is met. The programme team has a well-developed understanding of the

learning needs of RtP students and students' learning online. This includes if they need additional support when starting the programme to optimise their engagement with online and flexible learning. Documentary evidence and the school's senior management team tell us there are support facilities and resources available to all students.

Documentary evidence and the approval visit show teaching and learning approaches for this programme are flexible, blended and supported with a virtual learning platform and technology. There's specific support for the programme team in effective use of virtual learning technologies. These approaches are used proportionately, effectively and in conjunction with simulation and practice learning. The programme team tell us students can come onto the university campus to use simulated skills facilities and this is usually highlighted during the development of the student's individualised learning plan. SUCs confirm they're involved in simulation activities with students from RGU.

Students confirm distance learning resources are accessible remotely and consist of effective, contemporary and flexible materials. Students confirm there are various resources available to them to support their learning and evidence their engagement in teaching and learning. They confirm they're supported by the school and in practice to develop their information technology skills and access learning resources.

Students tell us of being supported by their personal tutor via distance learning to complete their theoretical assessment and say the programme team are accessible, responsive and supportive. They tell us their cohort uses a mobile phone messaging application for peer contact and support.

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

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

Not Met

R2.11 is not met. Documentary evidence states the hours for theory learning are 200 and hours on placement will normally range from 150-450 hours depending on discussions with the student, the university, and if applicable, the employer. Full- and part-time practice placements are provided, with a minimum of 22.5 hours expected each week. Normally a full range of shifts will be experienced including nights and weekends. The programme team and PLPs tell us academic assessors and practice assessors consider individual RtP student learning needs to develop individualised plans which determine the programme length in relation to practice learning. There's a blended approach to providing theoretical learning and this is helpful with the geographical reach of the programme.

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The programme team and PLPs confirm they're involved with candidates in deciding on the length of the programme for each individual. The programme team tell us programme length is designed to allow all programme outcomes and proficiencies to be achieved.

PLPs say they're often employers of students on RtP programmes and therefore have a shared common interest in the wellbeing and success of students in returning to practice. Discussions supporting choosing the most appropriate length of programme often occur pre-selection.

Midwifery:
Programme length and flexibility for theory and practice learning is designed to allow an individualised programme of study to support achieving programme outcomes and proficiencies. However, for RtP midwifery, there's inconsistency in documentary evidence for minimum and maximum practice and theory hours in student facing documentation and guidance to practice learning staff. (Condition three)

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

No

For RtP midwifery, there's inconsistency in documentary evidence for minimum and maximum practice and theory hours in student facing documentation and guidance to practice learning staff. (Condition three)

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

Yes

Outcome

Is the standard met?

Not Met

For RtP midwifery, there's inconsistency in documentary evidence for minimum and maximum practice and theory hours in student facing documentation and guidance to practice learning staff.

Condition three: The AEI must provide consistency in documentary evidence for minimum and maximum practice and theory hours in all student facing documentation and guidance to practice learning staff. (SFNME R2.1, 2.3, SRTPP

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R2.11)

Date: *6 July 2020*

Post Event Review

Identify how the condition is met:

Condition three: RGU has provided consistent documentary evidence for minimum and maximum practice and theory hours in all student facing documentation and guidance to practice learning staff. The duration of the period in clinical practice will be decided by the AEI, in discussion with the student, and clinical partners. This would normally be 150-450 hours which can be completed full- or part-time, however more hours can be negotiated depending on individual need.

Evidence:
RtP MPAD, undated
Updated RtP practice supervisor practice assessor handbook 2020, undated
Updated RtP student handbook, undated
Update module descriptor NU3900, undated

Date condition(s) met: 2 September 2020

Revised outcome after condition(s) met:

Met

Condition three is met.

Standard 3: Practice learning

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

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

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

R3.3 ensure that students experience a range of settings for their intended area of

practice, demonstrating an ability to meet the holistic needs of people

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

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

R3.6 ensure that students are supernumerary

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

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

Met

R3.1 is met. Documentation and the approval visit demonstrate sufficient practice learning opportunities enabling students to deliver safe and effective care in their intended area of practice to a diverse range of people. PLPs offer opportunities for practice placements across a variety of health and social care service provisions to a diverse range of people across geographical locations. These support achieving required proficiencies for all RtP programmes/fields of practice (nursing). An employer model for practice allocation will be used for the majority of RtP students and the programme team tell us there's opportunity for students to access the RtP programme outside of this model. In this case, students will be provided with suitable placements and learning opportunities through the school's established placement allocation mechanisms and in liaison with the programme leader.

PLPs and the programme team tell us that when students are in placement, the personal tutor/academic assessor and practice assessor collaborate to ensure students are provided appropriate learning opportunities. PLPs tell us RtP programmes support their workforce strategy. There are governance processes with joint responsibility between PLPs and RGU to ensure safe and effective learning environments. Documentary evidence outlines the placement quality assurance process and states all placements will be arranged by RGU in liaison with the appropriate health board or employer (employer model). PLPs tell us they work with staff from the school and from other partner organisations to engage in practice learning environment meetings and consider quality assurance for placement areas.

Students and PLPs confirm students are supernumerary in practice and students

complete practice evaluations. Feedback from student evaluations is considered at meetings between RGU and PLPs. Students tell us they know how to access information to escalate concerns about care and where to get support to do this. RtP practice assessment documentation and the practice supervisor/practice assessor handbook provides guidance for students and PLPs on escalating concerns.

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

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

Met

R3.2 is met. Documentary evidence and the approval visit demonstrate practice learning opportunities that confirm students meet the communication and relationship management skills and procedures in their intended area of practice. The programme team tell us there are opportunities for students to practice skills in simulation facilities before they begin practice placement. Students confirm they're offered these opportunities. If required, these opportunities will be highlighted when the student's individualised learning plan is developed.

Documentary evidence and the approval visit shows practice supervisors, practice assessors and academic assessors work with students to plan how their practice learning experience will meet the communication and relationship management skills, procedures and proficiencies in their practice assessment documentation. RtP practice assessment documentation incorporates communication and relationship management skills and record achievement.

Midwifery:
The scope of learning across maternity services provision provides RtP midwifery students with opportunities to meet proficiencies for midwifery practice including relationship management skills and procedures.

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

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

Met

R3.3 is met. Documentary evidence and the approval visit demonstrate practice supervisors, practice assessors and academic assessors will work with students to plan how their practice learning experience will meet required proficiencies. The programme team and PLPs confirm there are sufficient practice learning areas for each programme/field of practice (nursing) for a range of settings where students can meet the holistic needs of people. This is confirmed by students.

Practice placements are allocated between RGU's established placement team and the PLP offering RtP practice placement. Each practice placement must meet student need and offer opportunities to meet the Standards of proficiency for registered nurses (NMC, 2018) or the Standards of proficiency for SCPHN (NMC, 2004). Students usually have one practice placement with opportunities to visit other areas enabling them to meet the holistic needs of people in their care.

PLPs confirm they keep a record of current practice assessors. Practice assessment documentation records practice experiences and learning including feedback from service users and other allied health professionals.

Midwifery:
Documentary evidence and the approval visit show practice placement allocations for RtP midwifery students are arranged across a diverse population in both community and hospital settings. For RtP midwifery, this provides opportunities for students within both midwifery-led and consultant-led care. These ensure students have opportunities to meet programme outcomes and proficiencies. PLPs confirm they work in partnership with RGU to ensure there are adequate opportunities and support for RtP midwifery students in gaining experience with a continuity of carer model of midwifery care and to meet the holistic needs of people. RtP midwifery students can document experiences in each area of maternity care provision within the RtP MPAD; this includes recording feedback from service users and other allied health professionals.

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

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

Met

R3.4 is met. Documentary evidence and the approval visit demonstrate technology enhanced and simulation-based learning is used effectively and proportionately throughout the programme. Theoretical content is accessed through the online virtual learning environment (VLE). The programme team acknowledge some students may need additional support around using technology and support for aspects of learning and assessment during the programme. They tell us students

can access RGU's library and technology support. Student facing resources support this. Students confirm extensive support services around all aspects of learning and assessment.

Programme documentation shows simulation case studies on the VLE and simulation days are used. Simulation days are explained by the programme team as days when RtP students can access the school simulation facilities to practice skills. During these individualised opportunities, students can use simulation to practice skills or proficiencies. SUCs tell us they're usually involved in case study development and work closely with the school's simulation leads. Documentary evidence shows safeMedicate, an e-learning resource, is used to develop and assess competence for drug calculations. This is confirmed by students.

The school's senior management team, programme team and SUCs tell us there are resources to support students to access and learn through technology enhanced and simulation-based learning opportunities. PLPs confirm students have access to similar learning opportunities using their resources whilst they are on practice placement. PLPs tell us of examples of opportunities for students including communication systems and TURAS, a NES digital platform with information and resources for all health and social care professionals to access.

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

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

Met

R3.5 is met. There's documentary evidence that RGU and PLPs have policies and processes to take into account individual needs, personal circumstances and reasonable adjustments. Student facing documentation signposts students to policies and resources for reasonable adjustments and the requirement for them to give consent for information to be shared with practice relating to reasonable adjustments. PLPs tell us reasonable adjustments can be made where possible for students with any additional needs to support them in the practice placement. During the admissions process, individual needs, personal circumstances and intended area of practice are identified by each student. RGU then works collaboratively with PLPs to allocate the practice placement. Students tell us of examples where requests for particular shift patterns due to caring responsibilities are accommodated. Students tell us there's support from the programme team and PLPs.

Usually students will access the programme via the collaborative employment model and is commissioned by NES. This links students with employment

opportunities in their intended area of practice. The admissions process is conducted jointly with the employer and RGU. Students undertake occupational health, uniform and protecting vulnerable groups scheme disclosure arrangements as any other employee. PLPs tell us this strengthens the collaborative support for students.

R3.6 ensure that students are supernumerary

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met
Date: *6 July 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

Evidence provides assurance that the following requirement is met:

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

Met

R4.1 is met. Documentary evidence and the approval visit confirms the programme complies with the SFNME. Students understand the scope of their practice and adhere to the Code. Documentary evidence shows collaborative work with AEIs across Scotland and NES to develop and maintain a national approach to practice learning and assessment which complies with the SSSA. Documentary evidence shows SUCs are involved in this national work.

The collaborative employer model is presented which involves RGU and one other AEI commissioned by NES to provide RtP programmes for all Scotland. Documentary evidence shows regular meeting opportunities for the two AEIs to work collaboratively on RtP.

There's documentary evidence of partnership agreements between RGU and PLPs. These ensure support, supervision, learning and assessment is sufficient to resource the programme at strategic and operational levels. This is confirmed by the programme team and PLPs. The school's senior management team confirm they provide necessary resources for the programme.

There are agreed national and local policies and processes co-designed to ensure sufficient support, supervision, learning and assessment, enabling students to meet the required learning outcomes and proficiencies. Students and PLPs confirm support and supervision for students is provided at all times within the practice learning environment.

Evidence provides assurance that the following requirement is met:

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

Met

R4.2 is met. Documentary evidence and the approval visit confirms support, supervision, learning and assessment complies with SSSA for RtP students. RGU and PLPs are using the NES framework for identifying and preparing practice supervisors, practice assessors, and academic assessors in Scotland. This includes a practice assessor and practice supervisor handbook. Preparation will include specific reference to RtP students and their learning needs. Support for practice supervisors and practice assessors is through practice learning facilitators in PLP organisations and RGU's academic lead role for practice. PLPs confirm they're maintaining records of suitably prepared practice supervisors and practice assessors. RGU provides preparation for academic staff who are registered with the NMC to be academic assessors. This is part of the academic workload.

PLPs tell us there's effective communication between themselves and the programme team to provide student support, supervision, learning and assessment in practice learning environments. PLPs confirm there are sufficient prepared practice assessors and practice supervisors in place to support RtP students. PLPs tell us they're engaged in preparation to implement the SSSA and understand the roles and responsibilities of practice assessors and practice supervisors. PLPs confirm practice learning staff are prepared for these roles. Practice assessors represented in the PLP meeting confirm this.

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

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directing the education programme

Yes

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

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

Met

R4.4 is met. Documentary evidence and the approval visit confirm students are provided with feedback throughout the programme to support their development. The programme is structured around feedback and development opportunities in academic learning and in practice. Academic components begin at the start of the programme when students are asked to complete a self-assessment which then informs their individualised learning plan. Other formative assessment tasks are online discussion forums, online numeracy examination and written reflection on one of the NMC domains. Documentary evidence shows the theoretical component is delivered by a blended learning approach mainly delivered online with some mandatory face-to face study days. The programme team tell us students submit evidence of completed formative learning activities to evidence their engagement in learning. There are synchronous online activities, where the programme team monitor engagement directly. During face-to-face simulation activities, students are provided with feedback to develop their performance.

The programme team tell us students are provided with feedback opportunities on their summative assessment task (a written reflective piece) via online communication channels with their personal tutor. Students confirm they receive timely and supportive feedback from the programme team to meet their development needs during the programme.

RtP programme PADs provide opportunities for feedback on the practice component of the programme. Practice assessment is structured around initial, mid-point and final interviews with feedback provided by the practice assessor and academic assessor. Practice supervisors and SUCs contribute to student feedback and do this through the RtP PADs.

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

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

Met

R4.5 is met. Documentary evidence and the approval visit confirm the programme allows students to meet the required standard of proficiency and programme outcomes to be readmitted to, or remain on, the register. Programme documentation and PADs are mapped to the relevant programme/field of practice Standards of proficiency. Students who are successful in their summative academic and practice assessment will meet the required standards.

Documentary evidence shows opportunities for assessment and feedback are evident throughout the programme. Students have opportunities to reflect on their professional development and action plans with their personal tutor. Students confirm this.

PADs for RtP nursing, RtP midwifery and RtP SCPHN enables practice assessors and academic assessors to provide feedback on practice skills mapped to the required standard of proficiency. All programme and practice learning outcomes and proficiencies must be successfully achieved for students to be admitted to, or remain on, the register. Documentation and the programme team outline arrangements in the event of student failure, reassessment and retrieval of learning.

PLPs and students tell us the programme prepares them for readmission to, or remaining on, the register.

Midwifery:
The RtP MPAD sets out the Standards of proficiency for midwives (NMC, 2019) and records student achievement of the Standards of proficiency for midwives (NMC, 2019). Programme learning outcomes are mapped to the Standards of proficiency for midwives (NMC, 2019). PLPs tell us their experience of RtP midwifery students is positive and they're prepared to return to the register.

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

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

Met

R4.6 is met. Documentary evidence and the approval visit confirm students will meet communication and relationship management skills and procedures during the programme. Practice supervisors, service users, healthcare professionals and the practice assessor can give students feedback on these skills through the practice assessment documentation. Achievement on communication and

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relationship management skills and procedures is recorded in the relevant practice assessment documentation by the practice assessor. Students confirm there's flexibility within their practice placement to meet the required skills and proficiencies.

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

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

Met

R4.7 is met. Documentary evidence demonstrates the programme is designed to confirm proficiency in preparation for being readmitted to, or remaining on, the register. Academic assessment is designed to assure student proficiency in professional knowledge specific to the returner's field and professional discipline. PADs record practice assessor and academic assessor meetings with the student and confirm which Standards of proficiency are met. Documentary evidence and the approval visit show that by the end of the programme all relevant proficiencies are complete for practice learning requirements. This prepares students for readmission to, or remaining on, the register

Documentation and the programme team outline arrangements in the event of student failure, reassessment and retrieval of learning. PLPs tell us they understand arrangements for practice learning failure, reassessment and retrieval of learning opportunities.

PLPs and students say the programme prepares them for readmission 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

Yes

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

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

Met

R4.9 is met. Documentary evidence and the approval visit demonstrates that students' safe and effective practice and suitability to be readmitted to or remain on the register are confirmed.

Practice placements provide suitable experiences for students to learn, practice and develop skills to meet the relevant Standards of proficiencies and programme outcomes. These are assessed and recorded through the practice assessment documentation. The practice assessor and academic assessor will provide a confirmatory statement for each student who's achieved the relevant proficiencies for the programme and will recommend suitability to be readmitted to, or remain on, the register. PLPs tell us successful students will be safe and effective practitioners who they can employ.

Completion of programme outcomes, relevant proficiencies and declaration of health and character will contribute to confirming students' safe and effective practice and suitability to remain on, or be readmitted to, the register.

There are robust fitness to practise procedures in place and students are orientated to standards of professionalism at the start of the programme. Procedures for raising and escalating concerns are in place. Students tell us they know how to access information to escalate concerns about care and where to get support to do this. RtP practice assessment documentation and the practice supervisor/practice assessor handbook provide guidance for students and PLPs on escalating concerns. There's a mechanism in place for failing and reassessing students who do not demonstrate safe and effective practice. PLPs tell us they understand this.

Midwifery:
The lead midwife for education confirms responsibility for completing the declaration of health and character to enable successful RtP midwifery students to be readmitted to, or remain, on the register.

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

Yes

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

Yes

Outcome

Is the standard met?
Met **Date:** *6 July 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met: *N/A* Revised outcome after condition(s) met: *N/A*

Standard 5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must: R5.1 ensure that the minimum credits/award for a return to practice programme for nurses and midwives is at bachelor''s degree level R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register.

Evidence provides assurance that the following requirements are met: **R5.1 ensure that the minimum credits/award for a return to practice programme for nurses and midwives is at bachelor's degree level** *Yes* **R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and**

Not applicable as there's no RtP programme for nursing associates.

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

Yes

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

Yes

Outcome

Is the standard met?

Met
Date: *6 July 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

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

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

Nursing / field of nursing	Yes
Midwifery	Yes
SCPHN	Yes
Nursing associate	No
Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	Yes
List additional documentation Post visit: RPL process flowchart for RtP students, undated SAP and action plan, undated Updated RtP validation document, undated Updated RtP practice supervisor practice assessor handbook 2020, undated Updated RtP student handbook, undated RtP temporary suspension of studies transfer flowchart, undated Temporary suspension of studies nursing student transfer mapping to new NMC standards, undated RtP MPAD, undated Updated module descriptor NU3900, undated	
If you stated no above, please provide the reason and mitigation There is no nursing associate RtP programme.	
Additional comments: None identified	

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Five current RtP nursing students (one child field, four adult field). There's no RtP midwifery or SCPHN students available to talk with at the approval visit.	
Service users and carers	Yes
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 visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No

Technology enhanced learning Virtual learning environment	No
Educational audit tools/documentation	Yes
Practice learning environments	No

If yes, state where visited/findings:

If you stated no above, please provide the reason and mitigation
Not required for this visit.

Additional comments:
None identified

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Issue record			
Final Report			
Author	Joanne Lidster Sheila Brown	Date	9 July 2020
Checked by	Ian Felstead-Watts	Date	7 September 2020
Submitted by	Amy Young	Date	10 September 2020
Approved by	Emiko Hughes	Date	10 September 2020