Nursing & Midwifery Council

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

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Programme approval visit report

Section one

Programme provider name:	University of Hertfordshire
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Baldock Surgery
	Barnet, Enfield and Haringey MH NHS Trust
	Bedford Hospital NHS Trust
	Bridge Cottage Surgery
	Cassiobury Court, Watford
	Central & Northwest London NHS Foundation Trust; CAMHS, Harrow
	Central Surgery, Sawbridgeworth
	Church Street Surgery, Ware
	Cromwell Hospital
	Cygnet Hospital, Stevenage
	Dolphin House Surgery, Ware
	East and North Hertfordshire NHS Trust
	East and North Hertfordshire NHS Trust; Haemodialysis Unit
	East London NHS Trust
	Ellern Mede, Mill Hill
	Fernville Surgery, Hemel Hempstead;
	Garden City Practice, WGC
	Hailey View Surgery, Hoddesdon
	Hertfordshire Community NHS Trust
	Hertfordshire Community NHS Trust; East and South
	Hertfordshire Community NHS Trust; Hertsmere, St Albans and Harpenden
	Hertfordshire Community NHS Trust; Hitchin
	Hertfordshire Community NHS Trust; Langley House, Watford
	Hertfordshire Community NHS Trust; School Health Service, South and East

	Hertfordshire Community NHS Trust; School Health Service, Watford and Dacorum
	Hertfordshire Community NHS Trust; St Albans and Harpenden Adult Community Services, St Albans
	Hertfordshire Community NHS Trust; Upper Lea Valley Adult Community Services, Hoddesdon
	Hertfordshire Community NHS Trust; Watling View, St Albans
	Hertfordshire Community NHS Trust; Woodfield and Breakspeare Schools, Hemel Hempstead
	Hertfordshire Community NHS Trust; Cheshunt
	Hertfordshire Community Trust (West)
	Hertfordshire Partnership NHS Foundation Trust
	Hertfordshire Partnership University NHS Foundation Trust
	Hertfordshire Partnership University NHS Foundation Trust; Albany Lodge
	Hertfordshire Partnership University NHS Foundation Trust; Bennetts End, Hemel Hempstead
	Hertfordshire Partnership University NHS Foundation Trust; Colne House, Watford
	Hertfordshire Partnership University NHS Foundation Trust; Cygnet House, Ware
	Hertfordshire Partnership University NHS Foundation Trust; Elizabeth Court
	Hertfordshire Partnership University NHS Foundation Trust; EMDASS St Albans
	Hertfordshire Partnership University NHS Foundation Trust; Gainsford House, Hitchin
	Hertfordshire Partnership University NHS Foundation Trust; Hampden House Rehab
	Hertfordshire Partnership University NHS Foundation Trust; HMP The Mount Prison, Bovingdon
	Hertfordshire Partnership University NHS Foundation Trust; Lambourne Grove, St Albans

	Hertfordshire Partnership University NHS Foundation Trust; North West STT, St Albans
	Hertfordshire Partnership University NHS Foundation Trust; Prospect House, Watford
	Hertfordshire Partnership University NHS Foundation Trust; Rosanne House, Welwyn Garden City
	Hertfordshire Partnership University NHS Foundation Trust; Saffron Ground, Stevenage
	Hertfordshire Partnership University NHS Foundation Trust; Seward Lodge, Hertford
	Hertfordshire Partnership University NHS Foundation Trust; South West STT and TTT, Borehamwood
	Hertfordshire Partnership University NHS Foundation Trust; Sovereign House, St Albans
	Hertfordshire Partnership University NHS Foundation Trust; St Pauls, Slippers Hill, Hemel Hempstead
	Hertfordshire Partnership University NHS Foundation Trust; The Orchards, Hemel Hempstead
	Hertfordshire Partnership University NHS Foundation Trust; The Ridgeway Centre, High Wycombe
	Hertfordshire Partnership University NHS Foundation Trust; TTT and STT, Letchworth
	Hertfordshire Partnership University NHS Foundation Trust; Victoria Court, Stevenage
	Hertfordshire Partnership University NHS Foundation Trust; Warren Court, Abbots Langley
	Ivel Medical Centre, Biggleswade; Bedfordshire CCG
	Keech Hospice, Pasque Charity
	Knebworth and Marymead Medical Practice
	Kneesworth House Hospital
	Lodge Surgery, St Albans; Herts Valley CCG
	London Bridge Hospital

	Luton and Dunstable Hospital NHS Foundation Trust
	Maltings Surgery, St Albans
	Manor House Surgery, Stevenage
	Maples Health Centre, Broxbourne
	Naomi House and Jacks Place
	Noah's Ark Children's Hospice
	North East London NHS Trust
	Parkbury House Surgery, St Albans
	Parkwood Drive Surgery, Hemel Hempstead;
	Royal Free London NHS Foundation Trust
	Royal National Orthopaedic Hospital NHS Trust
	Sheepcot Medical Centre, Watford; Herts Valley CCG
	South Essex Partnership Trust
	Spire Bushey Hospital
	Spire Harpenden Hospital
	Spring House Surgery; Ephedera Healthcare Ltd;
	Wallace House Surgery, Hertford
	Warden Lodge Medical Practice, Stevenage
	West Herts Hospital NHS Trust
	Wheatfield Surgery, Luton (Partnership)
	Wrafton House Surgery, Hatfield

Programme(s) reviewed:

Programme: Return to Practice - Nursing Adult
Title of programme: Return to Practice
Programme start date: 13 January 2020

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

Programme: Return to Practice - Nursing Child
Title of programme: Return to Practice
Programme start date: 13 January 2020

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

Programme: Return to Practice - Nursing Learning Disabilities
Title of programme: Return to Practice
Programme start date: 13 January 2020

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

Programme: Return to Practice - Nursing Mental Health
Title of programme: Return to Practice
Programme start date: 13 January 2020

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

Date of approval	22 October 2019
QA visitor(s):	Registrant Visitor: Niall McLaughlin

Summary of review and findings
The University of Hertfordshire (UH), the approved education institution (AEI) has presented a return to practice (RtP) (nursing) programme. UH school of health and social work (the school) currently offers an undergraduate pre-registration nursing programme for learning disabilities, mental health, adult and child fields. The proposed programme offers RtP in the four fields of nursing. The programme consists of an academic module to be undertaken at level six for 15 credits in the BSc contemporary nursing programme or at 15 credits at level seven in the MSc contemporary nursing programme. Each student will complete a minimum of 225 hours of practice but can opt for more. Students can choose to complete the programme over one academic term or two academic terms. There will be one main practice placement with due regard to the field of nursing and the student's area of clinical interest with opportunities to experience other areas. The AEI and practice learning partners' (PLP) experience of running this programme confirms no maximum student numbers for each intake needs to be set. Intakes will start annually in September for the one-term option and January for the two-term option. Stakeholders at the visit confirm the programme is collaboratively developed and produced reflecting their shared values and purposes. This includes aligning the programme with their existing pre-registration nursing programme in having learning outcomes enabling assessment of students against the Standards of proficiency for registered nurses. The programme does not meet the Standards for nursing and midwifery education (SFNME) at programme level. The programme meets the Standards for student supervision and assessment (SSSA) at programme level. The programme is recommended to the NMC for approval subject to two specific conditions. The visitor made one recommendation. Updated 17 November 2019 The AEI has provided documentary evidence for the two NMC conditions. The conditions are met and 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:** Condition one: The AEI must provide an implementation plan for PLPs and service user and carer involvement in student recruitment and selection. (SFNME R2.7; Standards for RtP (SRTP) R2.1) **Selection, admission and progression:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** Condition two: The programme team must update the module guide to include links to specific and generic programme information, such that students can make an informed choice about their journey through the programme. (SFNME R3.2; SRTP R2.1)
Date condition(s) to be met:	12 November 2019
Recommendations to enhance the programme delivery:	Recommendation one: To consider extending the network and diversity of service user and carer involvement in the programme. (SFNME R1.12)
Focused areas for future monitoring:	None identified

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
In response to condition one, the AEI has provided a strategy with measurable outcomes for PLP and service user and carer, known as experts by experience (EBE) involvement in student recruitment and selection. This includes information EBE will access to prepare them for their role. In response to condition two the module guide is amended. It now includes paragraphs explaining to students their choices about their journey through the programme. The module guide contains links to outward facing information making the selection process clear. The NMC conditions are met and the programme is recommended to the NMC for approval.	
AEI Observations	**Observations have been made by the education institution** No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	17 November 2019

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)* *Standards of proficiency for nursing associates (NMC, 2018)*

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

Standards for specialist education and practice (NMC, 2001)

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

Standards for student supervision and assessment (NMC, 2018)

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

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

QA Handbook (September 2018 updated July 2019)

Partnerships

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

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

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

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

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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 appropriateStandard 2: Expectations of practice supervisors:

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

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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

Evidence submitted and the approval process demonstrate an enduring collaborative approach to programme development between the AEI and the main local PLPs. There's ongoing stakeholder support and consultation on programme development and to the incorporation of their feedback into the programme. PLPs and the programme team say their preference and readiness for assessing RtP students is with the pan-London part three practice assessment document (PAD). There's appropriate shared governance and monitoring of the programme. PLPs commit to implementing the SSSA including preparing practice supervisors and practice assessors to support learning and assessment in practice.

Students report being involved in programme consultations. They are enthusiastic about their programme and the support they receive from UH and in practice learning. They give feedback on their programme and practice learning and say how their comments influence changes to the programme.

Service user and carers are known as EBE. EBE involvement in programme development, selection and delivery is evident in programme documents. Students from the current RtP programme say their experience of selection doesn't include EBE input. The EBE representative says he contributes to student selection and recruitment. This EBE is involved in programme delivery and the programme is

very reliant on this individual's input and availability. (Recommendation one) (SFNME R1.12)

PLPs are not always involved in student selection and recruitment. This results in inconsistency in selection for the programme. This must be addressed. (Condition one) (SFNME R2.7; SRTP R2.1)

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,

Not Met

Students from the current RtP programme say their experience of selection doesn't include EBE input. The EBE representative says he contributes to student selection and recruitment. PLPs are not always involved in student selection and recruitment. This results in inconsistency in selection for the programme. (Condition one) (SFNME R2.7; SRTP R2.1)

Gateway 2: Standards for student supervision and assessment

Met

If not met, state reason

Students from the current RtP programme say their experience of selection doesn't include EBE input. The EBE representative says he contributes to student selection and recruitment. PLPs are not always involved in student selection and recruitment. This results in inconsistency in selection for the programme.

Condition one: The AEI must provide an implementation plan for PLPs and service user and carer involvement in student recruitment and selection. (SFNME R2.7; SRTP R2.1)

Post Event Review

Identify how the condition is met:

Condition one:
Documentary evidence is submitted of a strategy with measurable outcomes for PLP and EBE involvement in student recruitment and selection. This includes information EBE will access to prepare them for their role. This evidence meets

condition one.

Evidence:
Information pack for new EBEs, September 2018
RtP admission process, November 2019
RtP implementation plan to further involvement of PLPs and EBE, November 2019

Condition one is met.

Date condition(s) met: 17 November 2019

Revised outcome after condition(s) met:

Met

The condition is met.

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

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

R1.2.1 demonstrate values in accordance with the Code

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

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

R1.2.4 can demonstrate they meet NMC English language requirements

R1.2.5 have capability in literacy to meet programme outcomes

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

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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

Met

R1.6 is met. The module guide states consideration is given to applicants prior experience and learning following selection. The programme team describe how student's prior experience and level of learning becomes part of an individualised plan on entry to the programme. Students will be allocated a personal academic tutor and an academic assessor to enable individualised and supportive learning plans to be developed collaboratively and with practice assessors. PLPs contribute to this process, for example in negotiating and agreeing the number of hours in practice placement each student will need. Students confirm their prior learning and experience is considered on entry to the programme.

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

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

Met

R1.7 is met. Documentary evidence demonstrates numeracy, literacy, academic, digital and technological literacy sufficient to meet programme outcomes. The programme team and students confirm students are assessed in numeracy skills on entry to the programme.

The AEI offers support to students for developing numeracy and literacy skills. The programme has a formative assessment providing feedback to students on their academic skills. The school has online health numeracy resources including medicines calculation assessment.

PLPs confirm there're well-developed structures enabling students to be orientated to, and updated on, electronic platforms used in practice. Students agree resources and support offered by the programme and wider AEI enable them to develop across all these areas. Students say they're well supported in practice to develop record keeping skills they need.

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 for the proposed programme start date there will be no students on existing programmes to transfer to the new programme. There are no students on interrupted study.

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 programme team confirm for the proposed programme start date there will be no students on existing programmes and no students will be transferring to the SSSA before the programme starts.

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

Yes

Outcome
Is the standard met? *Met* **Date:** *29 October 2019*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

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 R2.5 state routes within the return to practice programme that allows: R2.5.1 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

R2.6 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, children, learning disabilities and mental health nursing

R2.7 set out the general and professional content necessary to confirm the relevant standards of proficiency and programme outcomes for each part of the register

R2.8 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>

No

R2.1 is not met. Students from the current RtP programme say their experience of selection doesn't include EBE input. The EBE representative says he contributes to student selection and recruitment. PLPs are not always involved in student selection and recruitment. This results in inconsistency in selection for the programme. This must be addressed. (Condition one) (SFNME R2.7; SRTP R2.1)

Students give a mixed picture of how well informed they feel about their advance decision about how much time and support they might need to meet learning outcomes and proficiencies.

Student facing documentation to support the student's journey is unclear. This relates to sources of support and making their options more explicit about how they will be informed, collaborate and negotiate an individualised programme. (Condition two) (SFNME R3.2; SRTP R2.1)

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

Programme learning outcomes reflect relevant standards of proficiency:

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

Yes

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

No

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

Specialist community and public health nurses (SCPHNs)

No

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

Nursing associates

No

A RtP route for nursing associates is not offered on this programme.

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

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

Met

R2.4 is met. Documentary evidence and the approval process demonstrate programme design and delivery supports students effectively to RtP in their intended area of practice. UH and PLPs agree to use the pan-London pre-registration nursing programme part three PAD for the programme.

Students identify their preferred area of practice they wish to return to within their application to the programme. This forms the basis of selecting an appropriate practice learning area for them and to meet programme outcomes and proficiencies. All stakeholders agree implementing the SSSA has developed sufficient experienced and skilled practice assessors and practice supervisors to support RtP students. PLPs confirm they can provide practice placements offering RtP students a fair opportunity to demonstrate proficiencies and meet programme outcomes.

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

N/A

The proposed programme will only be provided in England.

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

Yes

R2.6.1 midwives to be readmitted to, or remain on, the register as midwives

No

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

R2.6.2 specialist community and public health nurses (SCPHNs) to be readmitted to, or remain on, the register as specialist community and public health nurses

No

The programme is not designed for students to be readmitted to, or remain on, the

register as specialist community and public health nurses.

R2.6.3 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. The module guide and module specification contain details about the content and timetable for the programme. This shows the programme is tailored for the specific needs of students for each field of nursing practice. Subject specialists for each field will deliver content relevant to those students and within the broader context of the programme. Programme content is mapped against the Standards of proficiency for registered nurses and programme outcomes.

An academic assessor and a personal tutor will be allocated to each student with due regard to field of practice.

Students confirm relevant practice experience for their field of practice as their main practice placement. The programme team say students can achieve up to 20 percent of their practice hours visiting other areas to support their learning. This includes opportunities to learn skills and proficiencies in annexe A and annexe B of the Standards of proficiency for registered nurses. Where necessary these can be undertaken and practiced in the simulation laboratories.

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 to return to, or remain on, the register. Content that supports nurses to do this is evident in the timetable and the indicative simulation and online resources.

Students are allocated a personal academic tutor to support individual learning needs around deficits in skills and familiarisation with contemporary care. An academic assessor will support the student to plan practice learning around their individual needs.

Students, academic assessors and practice assessors use the PAD to record feedback, development and proficiencies attained in practice. Students confirm their programme prepares them to return to the register and gives them confidence to practice.

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

R2.9 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. Documentary evidence and the approval visit show where safeguarding, consent, pharmacology and medicines administration and optimisation are included in the programme. The module guide identifies which learning resources are available to students to consolidate their learning in these areas. The practice assessment strategy and PAD ensure students will have opportunities to demonstrate proficiency in these areas in practice. Students confirm they are given this content in the existing RtP programme.

The timetable in the module guide shows specific taught theory content to update students on mental capacity, consent, safeguarding, information technology skills, interprofessional learning and medicines optimisation.

Students comment on these with specific reference to the impact this has in raising their awareness of issues such as domestic violence.

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

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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. Documentary evidence and the approval visit confirm the curriculum uses a range of learning and teaching strategies effectively and proportinately. The programme is designed around a delivery model that prepares students for practice placements and then supports ongoing engagement, learning and transfer of knowledge when practice placement is underway.

Students confirm distance learning resources are accessible remotely and consist of effective, contemporary and flexible materials.

The timetable shows students will attend university for three days before starting practice placement and then three more study days spaced out through placement weeks. Students learn through lectures and group work. Students say the programme team are accessible, responsive and supportive. They say module content prepares them effectively to RtP.

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

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

Met

R2.11 is met. The minimum programme length includes 225 hours of practice learning. Prospective RtP students can choose between a 12 week version of the programme over one semester or a 24 week version over two semesters. UH and PLPs confirm they're involved with candidates in deciding on the length of the programme for each individual. 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. Therefore discussions supporting choosing the most appropriate length of programme often happen pre-selection. The programme length is designed to allow all programme outcomes and proficiencies to be achieved.

The programme team say each run of the programme will have a specified submission date for practice assessment documentation and theory assessment against programme learning outcomes.

Assurance is provided that Gateway 1: Standards framework for nursing and

midwifery education relevant to practice learning are met

No

Students from the current RtP programme say their experience of selection doesn't include EBE input. The EBE representative says he contributes to student selection and recruitment. PLPs are not always involved in student selection and recruitment. This results in inconsistency in selection for the programme. (Condition one) (SFNME R2.7; SRTP R2.1)

Students give a mixed picture of how well informed they feel about their advance decision about how much time and support they might need to meet learning outcomes and proficiencies.

Student facing documentation to support the student's journey is unclear. This relates to sources of support and making their options more explicit about how they will be informed, collaborate and negotiate an individualised programme. (Condition two) (SFNME R3.2; SRTP R2.1)

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

Students from the current RtP programme say their experience of selection doesn't include EBE input. The EBE representative says he contributes to student selection and recruitment. PLPs are not always involved in student selection and recruitment. This results in inconsistency in selection for the programme.

Condition one: The AEI must provide an implementation plan for PLPs and service user and carer involvement in student recruitment and selection. (SFNME R2.7; SRTP R2.1)

Students give a mixed picture of how well informed they feel about their advance decision about how much time and support they might need to meet learning outcomes and proficiencies.

Student facing documentation to support the student's journey is unclear. This

relates to sources of support and making their options more explicit about how they will be informed, collaborate and negotiate an individualised programme.

Condition two: The programme team must update the module guide to include links to specific and generic programme information, such that students can make an informed choice about their journey through the programme. (SFNME R3.2; SRTP R2.1)

Date: *29 October 2019*

Post Event Review

Identify how the condition is met:

Condition one:
Documentary evidence is submitted of a strategy with measurable outcomes for PLP and EBE involvement in student recruitment and selection. This includes information EBE will access to prepare them for their role. This evidence meets condition one.

Evidence:
Information pack for new EBEs, September 2018
RtP admission process, November 2019
RtP implementation plan to further involvement of PLPs and EBE, November 2019

Condition one is met.

Condition two:
Documentary evidence is submitted to meet condition two. The module guide is amended. It now includes paragraphs explaining to students their choices about their journey through the programme. The module guide now contains links to outward facing information making the selection process clear.

Evidence:
Actions taken following the validation event for RtP, November 2019
Module guide L6 NMC comments version (2), undated
Module guide L7 NMC comments version (2), undated
RtP course information V2 2019, undated

Condition two is met.

Date condition(s) met: 17 November 2019

Revised outcome after condition(s) met:

Met

Conditions one and two are 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 ensure that students are supernumerary.

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

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

Met

R3.1 is met. Documentary evidence and the approval visit confirm PLPs and UH collaborate to provide learning opportunities sufficient to deliver safe and effective care. PLPs say the programme fits with their workforce development strategy. There're processes to audit practice learning environments with joint responsibility for approving and suspending practice learning areas if required. This can be for

reasons of capacity, public safety and protection.

Students confirm they are supernumerary in practice and they complete practice evaluations. All student evaluations are considered at meetings with UH and PLP representation. Students know how to escalate concerns about care and where to get support to do this.

The programme team and PLPs have developed an approach to delivering the programme for students who are already employed in another health care capacity in an organisation and for students who are direct entry to the programme. There's a robust approach to information sharing around safeguarding and fitness to practice for students. Student facing documents and practice assessment documentation informs practice supervisors, practice assessors and students on processes for fitness to practice and 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 shows practice supervisors, practice assessors and academic assessors will 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. There are a variety of practice learning placements to facilitate student learning in communication and relationship management suitable to each field of practice. For example, participating in ward rounds and actively involving service users in decisions about their care. Student learning plans will support them through their single main practice placement, through visiting specialist learning opportunities and through simulation-based learning for these skills. Communication and relationship management skills are mapped and recorded in the PAD. All stakeholders say promoting student confidence is key for developing RtP students and there is an expectation of increasing independence in communication and relationship management skills as students' progress.

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 demonstrates practice supervisors, practice assessors and academic assessors will work with students to plan how their practice learning experience will meet proficiencies. There are sufficient practice learning areas for each field of practice and to provide a range of settings where students can meet the holisitic needs of people. Students confirm they have appropriate practice learning to meet the holistic needs of people.

Practice placements are allocated collaboratively between the AEI placement team and the PLP offering a practice placement. The practice placement must meet student need. Students are offered a single practice placement with opportunities to visit other areas enabling them to meet the holistic needs of people in their care.

The AEI placement team track student placements and capacity. PLPs keep a record of current practice assessors. Practice assessors are allocated to each student by the practice team in the practice area The PAD records practice experiences and learning including 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. Students tell us the AEI makes good use of technology enhanced and simulation-based learning opportunities to support their learning. This is reflected in programme documents outlining the design and delivery of the programme. The programme team acknowledge some students may need additional support around the use of technology including in practice learning. UH uses a virtual learning environment and students can access a mass open online course (MOOC) prior to induction on the programme which includes library and technology support. Students confirm extensive support services around all aspects of learning. Technology enhanced and simulation-based learning is used effectively and proportionately in the programme. PLPs say they have simulation resources that students' access. In practice students use and technology enhanced equipment for recording patient observations and communication systems.

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, and ensure that students are supernumerary.

Met

R3.5 is met. PLPs and the programme team confirm students will be supernumerary throughout practice placement and describe robust procedures to ensure supernumerary status is maintained in situations where a student is an employee. Students wear a distinctive uniform and identification badge enabling placement teams and service users to distinguish them from other staff. There's documentary evidence the AEI and PLPs have policies and processes to take into account individual needs, personal circumstances and reasonable adjustments. Travel time and caring responsibilities are considered when allocating practice learning areas. Student-facing documentation signposts students to policies and resources for reasonable adjustments.

The RtP student demographic can include more students with caring responsibilities. PLPs work towards supportive adaptations for students and achieving a healthy work-life balance. Students say they're supported by the university and by practice placement teams for a wide range of needs.

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: *29 October 2019*

Post Event Review

Identify how the condition is met:

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

Standard 4: Supervision and assessment

Approved education institutions, together with practice learning partners, must: R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC <u>Standards framework for nursing and midwifery education</u> R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC <u>Standards for student supervision and assessment</u> 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. There are policies, processes and partnership agreements between UH and PLPs ensuring support, supervision, learning and assessment is sufficient to resource the programme at strategic and operational levels. Students tell us they are supported and supervised in all learning environments. Documentary evidence confirms appropriate support and supervision is provided.

Students understand the scope of their practice, adhere to The Code and understand they must obtain consent from service users to be able to care for them.

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 process assure us that support, supervision, learning and assessment meet the SSSA. PLPs are using the Pan London practice supervisor and practice assessor education tool to prepare practice learning staff for their roles as practice supervisors and registered nurses as practice assessors. Preparation will include specific reference to RtP students and their learning needs. Support for practice supervisors and practice assessors is through link lecturers from UH and practice learning facilitators in PLP organisations. PLPs say they're retaining a database as a live record of practice supervisors and practice assessors.

The AEI and PLPs provide a programme of update sessions for registered nurses to be academic assessors and academic assessors confirm this role is considered in their workload.

The PAD specifies the process and frequency of contact between student, practice assessor and academic assessor in confirming progression, with summative assessment taking place at a tripartite meeting.

The programme team say in addition to the academic assessor, each placement area has a link lecturer from the AEI who can support practice assessors and practice supervisors in their role. NHS PLPs employ practice education facilitators to offer support to practice supervisors and practice assessors.

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

Yes

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

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

Met

R4.4 is met. The design of the programme acknowledges RtP students often have different learning styles from undergraduate students and this is reflected in the support students receive and support offered through flexible, online and distance learning approaches. The programme is structured around feedback and development opportunities in academic learning and in practice. The academic components begin with a student learning needs self-assessment on entry to the programme followed by a midway formative assessment before final assessment. Summative academic assessment is a presentation which further provides students with feedback on their communications skills as well as academic attainment.

Practice assessment is structured around initial, mid-point and final interviews with feedback provided by the practice assessor and practice supervisors. Practice supervisors contribute to student feedback and do this through the PAD. Students say they receive verbal and written feedback during their programme. This feedback is relevant, developmental and timely.

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

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standard of proficiency and programme outcomes to be readmitted to, or remain on, the register

Met

R4.5 is met. The module guide and PAD are mapped to the Standards of proficiency for registered nurses and programme outcomes for the SRtP programmes. Students who are successful in academic and practice assessment will meet the required standards. This is confirmed in discussions at the approval visit. The Pan London part three PAD will record student achievement in the required Standards of proficiency. Programme outcomes are assessed through formative and summative assessment. PLPs and students say the programme prepares them for readmission to, or remaining on, the register.

The assessment strategy, module guide and practice assessors and practice supervisor handbook make clear arrangements for failure, reassessment and retrieval of learning.

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

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

Met

R4.6 is met. Programme documents and the approval visit confirm students will be supervised and assessed to meet communication and management skills and procedures during the programme. The programme outcomes are designed to support achieving these skills and procedures. Practice supervisors, service users, other healthcare professionals and the practice assessor can give students feedback on these skills through the PAD. The AEI and PLPs say there's sufficient capacity in practice placements and practice learning staff with experience of RtP students to ensure students can meet communication and relationship management skills and procedures. Students say there's flexibility in managing their practice experiences to meet all 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

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R4.7 is met. Programme documentation and the approval process confirm robust arrangements for learning and assessment in theory and practice which supports students to be readmitted to, or remain on, the register. Students will have a needs assessment on entry to the programme and in negotiation with the programme team and PLPs be supported to achieve programme outcomes and proficiencies. There are processes to help practice learning staff support students in practice. The academic assessor will meet with the student and practice assessor towards the end of the programme to confirm achievement of proficiencies in practice. 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 provides assurance students' ability to give safe and effective care suitable for readmission to, or remain on, the register. Stakeholders are confident that successful students will be safe and effective practitioners who they can employ. Programme content places emphasis on public safety and protection. Practice learning provides suitable experiences for students to learn and practice skills and procedures to meet the Standards of proficiency for nurses and programme outcomes. These are assessed and recorded through the PAD. Lessons learned from supporting RtP students informs how PLPs and the programme team support students to provide safe and effective care.

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:** *29 October 2019*
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**

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programme for nurses and midwives is at bachelor's degree level

Yes

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

No

Not applicable, the programme is for a RtP programme for nurses only.

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:** *29 October 2019*
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 Documentary evidence is reviewed in relation to RtP for nursing in the fields of adult, child, learning disabilities and mental health nursing.	
Student facing documentation including: programme handbook Please specify route:	
Nursing / field of nursing	Yes
Practice assessment documentation (PAD)	Yes
Please indicate which Standards of proficiency/competencies the PAD relates to:	
Nursing / field of nursing	Yes
Practice placement handbook:	Yes
Identify the routes: Documentary evidence is reviewed in relation to RtP for nursing in the fields of adult, child, learning disabilities and mental health nursing.	
PAD linked to competence outcomes, and mapped against (NMC, 2019) for each route:	
Nursing / field of nursing	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018) at programme level	Yes
Mapping document providing evidence of how the education institution has met the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
Programme lead:	
Nursing / field of nursing	Yes
Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	Yes
List additional documentation RtP programme handbook for practice assessor and practice NMC amended version, 15 October 2019 Post visit evidence: Information pack for new EBEs, September 2018 RtP admission process, November 2019 RtP implementation plan to further involvement of PLPs and EBE, November 2019	

Actions taken following the validation event for RtP, November 2019
Module guide L6 NMC comments version (2), undated
Module guide L7 NMC comments version (2), undated
RtP course information V2 2019, undated

If you stated no above, please provide the reason and mitigation
Not required – RtP for nursing programme only.

Additional comments:
The university considers RtP to be a module and there is no document named as a programme handbook. However, there's a student facing module guide and a student facing programme handbook for the MSc contemporary nursing programme within which the level seven RtP module sits. Likewise, for the BSc contemporary nursing programme at level six.

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: One student from the adult field RtP programme from the September 2018 cohort. One student from the adult field RtP programme from the September 2019 cohort.	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learningVirtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
If you stated no above, please provide the reason and mitigation Facilities used are for the pre-registration nursing programme which is approved since March 2019. The clinical skills and simulation suite can be viewed in a virtual	

tour on the school web pages. The programme team confirm RtP students will have equal access to these resources.	
Additional comments:	

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Issue record			
Final Report			
Author	Niall McLaughlin	Date	29 October 2019
Checked by	Monica Murphy	Date	19 November 2019
Submitted by	Lucy Percival	Date	2 December 2019
Approved by	Leeann Greer	Date	4 December 2019