Nursing & Midwifery Council

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

MOTT MACDONALD

Programme Major Modification report

<u>Section one</u>

Programme provider name:	University of Northumbria at Newcastle
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	The Newcastle upon Tyne Hospitals NHS Foundation Trust Gateshead Health NHS Foundation Trust Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust Northumbria Healthcare NHS Foundation Trust South Tyneside and Sunderland NHS Foundation Trust
Programme reviewed: *This is the NMC programme title(s)*	**Return to practice:** **Nursing:** Adult ☐ Mental health ☐ Children's ☐ Learning disabilities ☐ **Midwifery** ☒ **Nursing Associate** ☐ **SCPHN** ☐ **Nursing/SCPHN** ☐ **Midwifery/SCPHN** ☒
AEI programme title(s):	

Current AEI programme title(s): *Please include all currently approved programme titles*	Return to Practice – Nursing
Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A*	Return to Practice Nursing and Midwifery
Additional AEI programme title(s) if applicable: *Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A*	N/A

Academic level of current programme:	
RtP Nursing Adult	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
RtP Nursing Mental Health	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
RtP Nursing Children's	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A

NMC Nursing & Midwifery Council

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

MOTT MACDONALD

RtP Nursing Learning Disabilities	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
RtP Midwifery	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
RtP Nursing Associate	England only ☐ Level 5 ☐ Level 6 ☐ Level 7 ☒ N/A
RtP SCPHN	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
RtP Nursing/SCPHN	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
RtP Midwifery/SCPHN	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF

	☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Academic levels of modified/additional programme(s)/route(s):	
RtP Nursing Adult	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
RtP Nursing Mental Health	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
RtP Nursing Children's	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
RtP Nursing Learning Disabilities	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
RtP Midwifery	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF

	☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
RtP Nursing Associate	England only (Nursing Associate) ☐ Level 5 ☐ Level 6 ☐ Level 7 ☒ N/A
RtP SCPHN	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
RtP Nursing/SCPHN	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
RtP Midwifery/SCPHN	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Programme approval dates:	
Date of NMC approval of the programme being modified: *This is the approval date under the most recent NMC standards.*	3 July 2020
Date(s) of NMC approval of any modifications since last approval:	N/A

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Programme start dates:	
Current modification programme start date: **Return to practice:** **Nursing:** Adult Mental health Children's Learning disabilities **Midwifery** **Nursing Associate** **SCPHN** **Nursing/SCPHN** **Midwifery/SCPHN**	 8 March 2022 8 March 2022
Date of modification:	3 August 2021
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Elizabeth Cluett

Summary of review and findings
The University of Northumbria at Newcastle (UNN), faculty of health and life sciences, department of nursing, midwifery and health is an established Nursing and Midwifery Council (NMC) approved education institution (AEI). The AEI's approved return to practice (RtP) programme is funded by Health Education England (HEE) and was approved by the NMC on 3 July 2020. The current programme includes routes in all four fields of nursing, specialist community public health nursing (SCPHN) and a route for applicants to return to both nursing and SCPHN.   UNN is proposing a modification to add a midwifery route to the approved RtP programme. Applicants wishing to return to both the midwifery and SCPHN part of the NMC register will undertake a RtP SCPHN route alongside the midwifery route. The AEI also wish to modify the programme title to RtP nursing and midwifery. The same title is awarded to all students regardless of route undertaken.   This visit was conducted by remote means due to COVID-19.   The RtP programme midwifery route is mapped to the Standards for RtP programmes (SRtPP) (NMC, 2019) and the Standards of proficiency for midwives (SPM) (NMC, 2019).   The programme is structured as one 30-credit module at level six for midwives and nurses. The programme is part-time for midwife returners, normally scheduled over two semesters, with 50 hours taught content delivered on one day per week in the first semester and a minimum of 15 hours clinical practice per week throughout the programme. The programme is delivered twice per year, in line with local demand and local HEE commissions. RtP midwifery students will commence the programme on 8 March 2022.   There's evidence of partnership working at strategic and operational levels between the faculty, practice learning partners (PLPs), students and service users (SUs). This includes working specifically on the development of the RtP midwifery route. Documentation evidences consultation activity, involving the lead midwife for education (LME), local midwifery PLP representatives, students, SUs and the local HEE RtP lead. PLP representatives, students and the SU at the visit give examples of good partnership working with RtP and wider midwifery teams during programme development.

The RtP midwifery route uses the midwifery ongoing record of achievement (MORA) developed by a collaboration of midwifery education and practice providers across England and Northern Ireland. The MORA specifically for RtP programmes has previously been approved. The programme team and PLPs report extensive preparation for the introduction of the MORA and a clear strategy for ongoing support as the MORA is rolled out.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) isn't met at programme level as conditions apply.

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

The programme is recommended to the NMC for approval subject to two NMC conditions, one of which is a joint NMC and university condition. The university apply one further condition. There are two joint NMC and university recommendations and two university recommendations.

Updated 24 September 2021:

Evidence is provided that the changes required to meet the two NMC conditions have been made. The UNN confirms the university conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:**

None identified.

Selection, admission and progression:

None identified.

Practice learning:

None identified.

Assessment, fitness for practice and award:

None identified.

Education governance: management and quality assurance:

Condition one: The RtP programme team must provide documentation that demonstrates that the midwifery route is governed and delivered from recruitment to completion by appropriately qualified and experienced staff. (SFNME R2.18; SRtPP R2.1) (NMC and university condition)

Condition two: The RtP programme team must demonstrate the inclusion of midwifery specific learning activities to ensure students are able to achieve the SPM and RtP programme outcomes. (SRtPP R2.8)

Condition three: To revise and tidy up documentation, including A) module handbook to clearly and concisely articulate the student journey including induction, blend of learning and the role of key programme staff. This could be achieved through embedding elements of the programme handbook, for example, include the schematic provided in the team's presentation. B) module specification to include induction and academic skills development. C) assessment brief to adopt standard UNN template and ensure all documentation consistently presents practice hours. (University condition)

Date condition(s) to be met:	14 September 2021
Recommendations to enhance the programme delivery:	Recommendation one: The RtP programme team is advised to develop a strategy to increase the amount and diversity of maternity service related SU involvement with all aspects of the academic programme. (SFNME R1.12) (NMC and university recommendation) Recommendation two: The RtP programme team is advised to develop the UNN local guide to the MORA to ensure it's student facing and comprehensive. (SFNME R3.2; SRtPP R4.2) (NMC and university recommendation) Recommendation three: The RtP programme team is advised to embed transition materials into the module Blackboard site. (University recommendation) Recommendation four: The RtP programme team is advised to review the continuing professional development website for the RtP programme to more clearly articulate the programme and student journey. (University recommendation)
Focused areas for future monitoring:	SU involvement in the RtP programme. Practice supervisors' and practice assessors' use of the MORA for practice assessment and the support from academic assessors for this activity.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The UNN provide an updated module specification and module handbook which states that, for midwifery students, the RtP programme will be led from recruitment to completion by a midwifery registrant. Condition one is now met.

An updated module timetable indicates the provision of midwifery specific learning opportunities to enable RtP midwifery students to achieve the SPM and RtP programme outcomes. Condition two is now met.

UNN has confirmed the university conditions are met.

AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	N/A
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	21 September 2021

Section three

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

NMC Programme standards
Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020) *QA Handbook* (NMC, 2020)

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

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

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

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

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

Standard 3: Student empowerment:
R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

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

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

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

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Findings against the standard and requirements

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

Documentary evidence and discussion with PLPs confirm effective partnership working at strategic and operational levels. This includes the UNN RtP programme team meeting with the local HEE RtP lead and PLPs. The programme team and PLPs report regular operational meetings as well as ad hoc meetings and communication as required.

The consultation document refers to RtP midwifery being considered within a partnership group discussion for pre-registration midwifery and at an HEE regional RtP meeting with the AEI and partner organisations. PLPs confirm that their feedback is valued and give examples of where their feedback has influenced programme development.

The UNN is part of the north east regional approach to implementation of the SSSA. This includes sharing the audit of practice, practice assessment documents and the approach to the preparation for new roles under the SSSA. Documentary evidence confirms that arrangements at programme level meet the SSSA for the RtP programme as approved on 3 July 2020. The programme team and PLPs confirm these arrangements apply to RtP midwifery students.

There's documentary evidence of partnership working with RtP nursing students and previous RtP midwifery students, including a research project to identify the needs of RtP students. The programme team confirm that the research included RtP midwifery students. The AEI haven't recruited RtP midwifery students since 2019, however midwives who've completed the current programme and attended the modification visit as PLP representatives indicate their feedback has been valued and acted upon for this new programme route. RtP nursing students at the visit confirm they're encouraged formally and informally to provide feedback for theory and practice activity and that their voice is valued.

Programme documentation and student representatives indicate good support throughout the programme from academic staff, university services and clinical teams.

There's a 2019 faculty strategic plan for the involvement of SUs and carers called experts by experience. Recommendation one at the original RtP programme approval was to consider how best to prepare and utilise experts by experience. There's currently only one SU with a maternity background. This SU representative reports being involved in programme development and pre-registration midwifery student recruitment. The SU at the visit confirms being well prepared by the UNN including the provision of equality and diversity training. The SU is in communication with members of the midwifery team to contribute to RtP programme delivery and is being supported with this. The UNN team are advised to develop a strategy to expand the maternity SU team and involvement. (Recommendation one)

SUs provide feedback on care received within the MORA. PLPs confirm there's an established system in practice for gaining client feedback and this applies to RtP midwifery students.

The programme is shared with nursing students of all fields and with SCPHN students when appropriate. The programme team indicate that as this taught programme is only one module, there aren't any other opportunities for interprofessional learning within the taught component of the programme. PLPs report there's interprofessional learning in practice, as all students are encouraged to participate in any learning opportunities with the practice settings, such as drills and post event reviews.

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

	MET ⊠ NOT MET ☐
Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: *Standards for student supervision and assessment* **MET** ⊠ **NOT MET** ☐	

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

Student journey through the programme
Standard 1: Selection, admission and progression
Approved education institutions, together with practice learning partners, must: R1.1 confirm on entry to the programme that students are, or were, registered with the NMC   R1.2 confirm on entry to the programme that students: R1.2.1 demonstrate values in accordance with *the Code*   R1.2.2 have capability to behave in accordance with the Code   R1.2.3 have capability to update numeracy skills required to meet programme outcomes   R1.2.4 can demonstrate they meet NMC *English language requirements*   R1.2.5 have capability in literacy to meet programme outcomes   R1.2.6 have capability for digital and technological literacy to meet programme outcomes   R1.3 ensure students' *health and character* is sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in

line with the NMC's *health and character guidance*. This includes facilitating satisfactory and timely occupational health assessment and criminal record checks.

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

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

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

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

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

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

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

R1.2 confirm on entry to the programme that students: **YES** ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

R1.2.5 have capability in literacy to meet programme outcomes

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

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

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

<div align="center">

MET ☒   **NOT MET** ☐

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R1.6 is met. Programme documentation and discussion with the RtP programme team indicate that prior experience and duration since last clinical practice of midwifery candidates is discussed at first enquiry and at interview when this is documented. PLP representatives confirm they co-interview, discuss prior experience and start to plan practice experience based on the information disclosed. RtP midwifery students undertake a self-assessment against the SPM on the induction day and then plan theory and practice learning needs with an academic. PLPs indicate this is followed up by the practice assessor and practice supervisor once practice experience has commenced and is modified as needed. The MORA facilitates and records student initial and ongoing practice learning needs.

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

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MET ☒   **NOT MET** ☐

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R1.7 is met. Unchanged through this modification.

Proposed transfer of current students to the programme under review

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

Documentary evidence indicates that there are no midwifery students on the current programme to transfer onto the proposed programme.

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

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.
Documentary evidence confirmed by the RtP programme team at the visit indicates that there are no midwifery students on the current programme to transfer to the SSSA.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met
YES ☒ **NO** ☐

Outcome
Is the standard met? **MET** ☒ **NOT MET** ☐   **Date:** 3 August 2021

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

Standard 2: Curriculum
Approved educations institutions, together with practice learning partners, must: R2.1 ensure programmes comply with the NMC *Standards framework for nursing and midwifery education*   R2.2 comply with the NMC *Standards for student supervision and assessment*

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

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

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

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

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

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

                                                    Yes ☐   **No** ☒

R2.1 is not met. The RtP module specification doesn't indicate a midwifery lead, oversight by the LME or that personal tutors and academic assessors are

registered midwives. A faculty leadership diagram shows the relationship and access of the LME to faculty leadership but doesn't indicate that this includes the RtP midwifery route. At the visit the RtP programme team and the acting LME confirm that the LME is responsible for midwifery education within the UNN, including the RtP midwifery route. They also confirm that the LME attends the examination boards for all midwifery programmes and that the midwifery external examiner will cover the RtP midwifery route. The programme team and acting LME confirm that personal tutors and academic assessors are midwives. However, this isn't evident in the documentation for students or other stakeholders. The UNN must provide documentation that demonstrates midwifery academics lead on, deliver and are accountable for the governance of the RtP midwifery route from recruitment to completion. (Condition one)

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

Yes ☒   **No** ☐

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

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

Yes ☐   **No** ☐   **N/A** ☒

This major modification is for midwifery only.

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

Yes ☒   **No** ☐   **N/A** ☐

Specialist community and public health nurses (SCPHNs)

Yes ☐   **No** ☐   **N/A** ☒

This major modification is for midwifery only. The achievement of the standards of proficiency for SCPHN have previously been approved and apply to the RTP – midwifery/SCPHN route.

Nursing associates

Yes ☐   **No** ☐   **N/A** ☒

This major modification is for midwifery only.

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

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

MET ☒   **NOT MET** ☐

R2.4 is met. Programme documentation and information provided at the visit confirm that theory and practice learning are designed and delivered to ensure students have appropriate exposure to midwifery practice. RtP midwifery students are allocated to a single trust for the duration of their programme, taking into consideration their personal circumstance. The range of practice learning experiences include antenatal, postnatal, labour ward and community settings. PLPs describe how students are enabled to achieve continuity of carer and other proficiencies or learning needs through discussion with the practice supervisor and the practice facilitator. The practice facilitator is a PLP role with responsibility for the oversight of all learners within the practice environment. PLP midwifery practice facilitators report regular individual conversations with RtP midwifery students and practice supervisors to ensure students gain the appropriate experience to enable the student to achieve the SPM.

RtP nursing students describe good support in practice to achieve the programme outcomes and Future Nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018).

Evidence provides assurance that the following requirements are met:

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

YES ☐   **NO** ☐   **N/A** ☒

This programme isn't being provided in Wales.

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

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

Yes ☐   **No** ☐   **N/A** ☒

This major modification is for midwifery only.

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

Yes ☒　　**No** ☐　　**N/A** ☐

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

Yes ☐　　**No** ☐　　**N/A** ☒

This major modification is for midwifery only, however the programme also supports students to return to midwifery and SCPHN.

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

Yes ☐　　**No** ☐　　**N/A** ☒

This major modification is for midwifery only.

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

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

MET ☐　　**NOT MET** ☐　　**N/A** ☒

This major modification is for midwifery only.

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

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

MET ☐　　**NOT MET** ☐　　**N/A** ☒

This major modification is for midwifery only.

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

MET ☐　　**NOT MET** ☒　　**N/A** ☐

R2.8 is not met. Programme documentation and discussion at the visit indicate the programme has adopted a transformational educational approach. There's minimal midwifery profession specific content indicated within any documents. Only one midwifery text is provided in the reading list. As RtP midwifery student numbers are small, the team state that individual midwifery taught content is arranged as needed by enabling the RtP midwifery students to join other student groups where possible, for example pre-registration midwifery students. However, to ensure RtP midwifery students have the relevant content to achieve the SPM and RtP programme outcomes, the UNN must provide evidence of the programme indicative content, for example continuity of carer, perinatal mental health, management of midwifery emergencies, breast feeding, genetics/epigenetics and newborn and infant physical examination (NIPE). This evidence must include mechanisms for how this content is to be delivered. (Condition two)

Specialist community and public health nurses (SCPHNs)

MET ☐ **NOT MET** ☐ **N/A** ☒

This major modification is for midwifery only. The general and professional content necessary to confirm the relevant standards of proficiency and programme outcomes for SCPHN have previously been approved and apply to the RTP – midwifery/SCPHN route.

Nursing associates

MET ☐ **NOT MET** ☐ **N/A** ☒

This major modification is for midwifery only.

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

MET ☒ **NOT MET** ☐

R2.9 is met. The module specification and the draft timetable indicate that safeguarding, consent, pharmacology and medicines administration and optimisation are included within the taught programme and applied to practice experience when appropriate during small group activities. The programme team and PLPs confirm these topics are covered within theory and practice activity. Medicine management and safeguarding are assessed within the MORA.

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

MET ☒ **NOT MET** ☐

R2.10 is met. The module specification, handbook and context document indicate that transformative learning theory underpins the programme. A blended approach to learning is adopted with a mix of structured online learning activities, electronic learning using Blackboard Collaborate, face to face and online synchronous lectures, workshops, simulation and clinical practice. Small group action learning sets are used to help develop critical thinking.

Learning across these strategies is supported by UNN support services, such as information technology help, library services and an agreed personal tutor system. Professional support is provided by the RtP programme team and academic assessor/personal tutor as appropriate. The programme team and RtP nursing students confirm the range of learning strategies available and the support to engage with them. Students also confirm support for assessments, through information and discussion with their practice assessor and academic assessor, or personal tutor for general learning strategies and formative assessment activities.

MET ☒ **NOT MET** ☐

R2.11 is met. The programme is scheduled across two semesters, with taught content delivered one day per week in semester one. RtP midwifery students complete a minimum of 450 hours in clinical practice due to the number of placements required. This minimum number of placement hours is agreed between the AEI and PLPs. This can be increased if required through negotiation between the student, the practice team and the academic assessor, taking into consideration individual personal circumstances. PLPs at the visit confirm this process is effective and provide examples of when it has occurred in the past. RtP nursing students indicate they know this is possible although none have needed to amend their practice learning hours.

Students undertaking the midwifery and SCPHN routes must undertake a bespoke SCPHN placement in addition to the 450 hours for midwifery.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to curricula and assessment are met
YES ☐ **NO** ☒

The RtP module specification doesn't indicate a midwifery lead, oversight by the LME or that personal tutors and academic assessors are registered midwives. A faculty leadership diagram indicates the relationship and access of the LME to faculty leadership but doesn't indicate this includes the RtP midwifery route. At the

visit the RtP programme team and the acting LME confirm that the LME is responsible for midwifery education within the UNN, including the RtP midwifery route. They also confirm that the LME attends the examination boards for all midwifery programmes and that the midwifery external examiner will cover the RtP midwifery route. The RtP programme team and acting LME confirm that personal tutors and academic assessors are registered midwives. However, this isn't evident in the documentation for students or other stakeholders and further assurance is required that this is an ongoing requirement. (Condition one)

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

YES	☒	**NO**	☐

Outcome

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

The RtP midwifery programme documentation doesn't indicate a midwifery lead, oversight by the LME or that personal tutors and academic assessors are midwives. Although at the visit the RtP programme team and the acting LME confirm that the LME is responsible for the RtP midwifery route and that the programme is delivered by midwife academics, this isn't evident in the documentation for students or other stakeholders. Further assurance is required that this is an ongoing requirement.

Condition one: The RtP programme team must provide documentation that demonstrates that the midwifery route is governed and delivered from recruitment to completion by appropriately qualified and experienced staff. (SFNME R2.18; SRtPP R2.1) (NMC and university condition)

Further evidence is required to confirm that there's adequate midwifery specific content within the taught programme to support RtP midwifery students' return to midwifery practice.

Condition two: The RtP programme team must demonstrate the inclusion of midwifery specific learning activities to ensure students are able to achieve the SPM and RtP programme outcomes. (SRtPP R2.8)

Date: 3 August 2021

Post event review

Identify how the condition(s) is met:

Condition one: The UNN provided evidence confirming that registered midwifery academics will lead and deliver the programme for RtP midwifery students from programme recruitment to completion. The UNN confirm midwifery staff are scheduled in advance for recruitment activity. The UNN confirm that, for midwifery students, all personal tutors and academic assessors will be registered midwives.

Condition one is now met.

Evidence:
Post event recruitment selection admission process, September 2021
Post event RtP module specification nursing SCPHN midwifery, 24 September 2021
RtP post event module handbook nursing SCPHN midwifery, September 2021
Response to conditions of approval panel – RtP midwifery, September 2021

Condition two: The AEI provided an overall response and two documents providing assurance that midwifery specific content, delivered by appropriate academics, and learning opportunities is scheduled within the timetable. This is articulated within the module handbook for students.

Condition two is now met.

Evidence:
Post event RtP AC6736 module timetable, September 2021
RtP post event module handbook nursing SCPHN midwifery, September 2021
Response to conditions of approval panel – RtP midwifery, September 2021

Date condition(s) met: 21 September 2021

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

Standard 3: Practice learning

Approved education institutions, together with practice learning partners, must:
R3.1 provide practice learning opportunities that confirm students can deliver safe and effective care in their intended area of practice to a diverse range of people

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

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

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

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

R3.6 ensure that students are supernumerary.

Findings against the standard and requirements

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

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

MET ☒   NOT MET ☐

R3.1 is met. Documentary evidence and discussions at the visit confirm that practice learning opportunities enable students to develop and meet the SPM. RtP midwifery students undertake practice in one PLP for the duration of the programme. Meetings with PLPs confirm that the range of placements include antenatal, postnatal, a birth environment and community settings, all of which include diverse populations. PLPs describe how each service is working towards continuity of carer and how RtP midwifery students are enabled to achieve the required experiences through placements with appropriately experienced midwives. PLP practice facilitators describe how they monitor practice experience with RtP midwifery students and their practice supervisor and/or practice assessor to provide further opportunities if needed.

PLPs report being involved in recruitment and that the planning of clinical locations considering students' needs commences from this point.

Practice supervisors, practice assessors and academic assessors are already established and working to the SSSA. PLPs confirm that resources are available to

support the preparation and update of practice supervisors and practice assessors, including plans for ongoing updates specific to the UNN RtP programme. Educational audits are completed and shared with other AEIs in the region.

The programme is adopting an electronic version of the national RtP MORA to record students' progress and achievement of proficiencies. PLPs report good partnership working in preparation for this with strategies for ongoing support.

RtP nursing students indicate they provide feedback on practice and the PLPs confirm such feedback is acted upon. RtP students and PLPs confirm that they know how to raise and escalate concerns, and PLPs give examples of having done this and the good response from the UNN RtP programme team.

R3.2 provide practice learning opportunities that confirm students meet the communication and relationship management skills and procedures in their intended area of practice, as set out in the relevant standards of proficiency
MET ☒   **NOT MET** ☐

R3.2 is met. Unchanged through this modification.

R3.3 ensure that students experience a range of settings for their intended area of practice, demonstrating an ability to meet the holistic needs of people
MET ☒   **NOT MET** ☐

R3.3 is met. Meetings with PLPs confirm that the range of placements include antenatal, postnatal, a birth environment and community settings. PLPs describe how services are working towards continuity of carer and how RtP midwifery students are enabled to provide care that demonstrates their ability to meet the holistic needs of clients and their families. PLPs state this includes assessment of the newborn and perinatal mental health care.

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment
MET ☒   **NOT MET** ☐

R3.4 is met. Documentary evidence and the programme team indicate that technology enhanced learning strategies, such as online structured learning activities, are used appropriately throughout the programme. RtP students indicate the value of such technologies although they report a steep learning curve as technology use was increased due to the COVID-19 pandemic. Students confirm that the programme team is very supportive and ready to help.

The faculty has simulation/skills rooms. Practical sessions on basic life support and moving and handling are timetabled for all students. The LME coordinates timetables so RtP midwifery students can undertake obstetric emergency skills rehearsal with pre-registration midwifery students. Simulation activity in the practice setting is available and can be used by all midwifery learners to rehearse and achieve competence with less frequent events such as obstetric emergencies.

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

MET ☒   **NOT MET** ☐

R3.5 is met. The UNN has a reasonable adjustments policy for professional programmes and information is provided about this as part of the admission process and within the student handbook. Midwifery PLP representatives indicate they're consulted about practice related adjustment requirements and work in partnership with the UNN, occupational health and students where adjustments are needed. PLPs also indicate how they liaise with the RtP programme team if an adjustment need is identified in practice that hasn't previously been disclosed by the student. RtP nursing students confirm that they're aware of the reasonable adjustment process.

Evidence provides assurance that the following requirements are met:
R3.6 ensure that students are supernumerary.

Yes ☒   **No** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Outcome

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

Date: 3 August 2021

Post event review

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

Date condition(s) met:
N/A

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

Standard 4: Supervision and assessment

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

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

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC [Standards for student supervision and assessment](#)

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

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

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

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

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

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

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

Findings against the standards and requirements

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

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

MET ☒ **NOT MET** ☐

R4.1 is met. Programme documentation indicates that the RtP programme and the RtP midwifery route was developed in consultation with local HEE commissioners, PLPs, SUs and students. The programme team and PLPs at the visit confirm that staffing resources are adequate to provide the required support, supervision, learning and assessment for the programme to comply with the SFNME. PLPs all indicate they're keen to have more RtP midwifery students.

The UNN has policies and processes for governance of professional programmes. Programme documentation and discussions at the visit indicate that the UNN have university wide programme support strategies in place for academic and practice learning activities.

Programme documents demonstrate partnership working and this is confirmed by PLPs at the visit and is described as very effective for all aspects of support and assessment for all students.

There are faculty policies and processes for reasonable adjustments and reporting of concerns in practice to support students. This is confirmed by PLPs and RtP nursing students.

The level of supervision and assessment RtP midwifery students require in practice at various stages of the programme is detailed in the MORA. Information on support in and for practice is detailed in the student handbook and the MORA. PLPs report good preparation for the roll out of the MORA and the programme team indicate that the plan is for an electronic MORA. This will further enable support and assessment activity as practice assessors, academic assessors and students will be able to access the MORA simultaneously even if not co-located.

SU feedback is included within the MORA and contributes to the overall assessment of practice.

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

MET ☒ **NOT MET** ☐

R4.2 is met. The UNN is part of the north east England region and there's collaboration with PLPs across the region in the implementation of the SSSA. This

includes commissioning for RtP students, placement capacity and ongoing preparation and support for practice supervisors and practice assessors. The module handbook and MORA detail the roles of the practice supervisor, practice assessor and academic assessor for the RtP programme which applies for RtP midwifery students.

There's a brief UNN MORA context document for the RtP midwifery route. This requires development to ensure it contains all the required information for local use of the RtP MORA and is written is a student friendly manner. (Recommendation two)

PLPs confirm the appropriateness of preparation and support of midwifery practice supervisors and practice assessors by the UNN for the roll out of the MORA.

PLP senior leadership representatives confirm that they can support RtP midwifery students and would like to increase numbers.

The module specification and module handbook detail assessment requirements and formative opportunities for theory and practice assessments. Programme documents, including the module handbook, detail student support strategies with assessments and other professional learning. The RtP nursing students report very good support for learning from the UNN and PLPs.

Evidence provides assurance that the following requirement is met:

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

YES ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R4.4 is met. The module specification and handbook indicate the formative and summative feedback opportunities on academic and practice learning to support professional development. These are confirmed and described as effective by RtP students at the visit.

The MORA provides opportunities for SU feedback during practice placements.

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

MET ☒   **NOT MET** ☐

R4.5 is met. The module specification details the assessment strategy to ensure RtP midwifery students meet the required programme outcomes and SPM. The programme team describe the assessment process and activity to support students to achieve the programme outcomes and ensure assessment is fair and consistent with NMC and UNN requirements.

RtP midwifery students are assessed in practice using the MORA. This was developed by the all-England collaboration of midwifery educationalists and practice partners for RtP midwifery programmes. PLPs at the modification visit confirm the preparation received so far for using the MORA and the ongoing support strategy that's in place.

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

MET ☒   **NOT MET** ☐

R4.6 is met. Communication is covered within the taught component of the programme. This includes innovative use of a theatre company to explore communication skills in a variety of scenarios. The programme team also indicate that action learning sets provide opportunities to critically reflect on practice learning experiences, including communication and interpersonal aspects.

Communication and relationship management is assessed in practice using the MORA. Practice supervisors and practice assessors confirm their understanding of the importance of communication in midwifery practice and its assessment. They report good preparation and support for use of the MORA and all assessment activity.

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

MET ☒   **NOT MET** ☐

R4.7 is met. Suitability for remaining on, or being readmitted to, the NMC register for RtP midwifery students is assessed academically through a critical reflection on the students' professional development. The programme team indicate this is

applied to practice and the focus is agreed with the appropriate member of the programme team. The personal tutor can provide academic support if needed.

In practice, achievement of the SPM is assessed through the MORA. PLPs at the modification visit confirm appropriate preparation for using the MORA. PLPs report clear processes for identifying a failing student, the use of learning action plans, tripartite decision making with the academic assessor and students as well as support strategies, all of which is documented in the MORA.

Evidence provides assurance that the following requirement is met:

R4.8 ensure that relevant proficiencies are recorded in a record of achievement which confirms these proficiencies and skills have been met, and
<div align="right">

YES ☒   **NO** ☐
</div>

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

R4.9 confirm students' safe and effective practice and suitability to be readmitted to, or remain on, the register.
<div align="right">

MET ☒   **NOT MET** ☐
</div>

R4.9 is met. Documentary evidence and discussion at the visit with the programme team and PLPs provide assurance that there are robust processes in place to confirm RtP students are suitable to return to the register. The acting LME states that the LME confirms all RtP midwifery students are safe, practice effectively and are suitable to be readmitted to, or remain on, the register at the end of the programme.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to supervision and assessment are met
<div align="right">

YES ☒   **NO** ☐
</div>

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to supervision and assessment are met
<div align="right">

YES ☒   **NO** ☐
</div>

Outcome

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

Date: 3 August 2021
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: MET ☐   NOT MET ☐   N/A

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

Evidence provides assurance that the following requirements are met:
 	
 R5.1 ensure that the minimum credits/award for a return to practice programme for nurses and midwives is at bachelor's degree level
                                  YES ☒   **NO** ☐   **N/A** ☐
 	
 R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and
                                  YES ☐   **NO** ☐   **N/A** ☒
 	
 This programme isn't for nursing associates.

R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register.		
	YES ☒	**NO** ☐

Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met		
	YES ☒	**NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 3 August 2021		

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

Nursing & Midwifery Council

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

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Section four

Sources of evidence

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

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

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

	YES	NO
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	☒	☐
If you stated no above, please provide the reason and mitigation: There's no programme specification as the RtP programme is one 30-credit module provided by the UNN and doesn't confer a full degree. Documentation related to nursing, SCPHN and nursing associate isn't reviewed as this modification relates to the addition of the midwifery route only. SCPHN route documentation has previously been reviewed and approved. Assurance is provided that the proposed midwifery/SCPHN route appropriately supports students to return to both parts of the register.		
List additional documentation: Post visit evidence to meet conditions: Post event recruitment selection admission process, September 2021 Post event RtP AC6736 module timetable, September 2021 Post event RtP module specification nursing SCPHN midwifery, 24 September 2021 RtP post event module handbook nursing SCPHN midwifery, September 2021 Response to conditions of approval panel – RtP midwifery, September 2021		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: One RtP nursing student, year one, September 2020 cohort Three RtP nursing students, year one, March 2021 cohort		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		

		YES	NO
Additional comments: None identified.			

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

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

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