Programme Major Modification report

Section one

Programme provider name:	Anglia Ruskin University
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 Nursing Practice
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*	N/A
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*	Return to Midwifery Practice

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
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.*	5 August 2021
Date(s) of NMC approval of any modifications since last approval:	N/A
Programme start dates:	
Current modification programme start date: **Return to practice:** **Nursing:** Adult Mental health Children's Learning disabilities **Midwifery** **Nursing Associate**	 23 May 2022

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nursing associate education.

SCPHN	
Nursing/SCPHN	
Midwifery/SCPHN	
Date of modification:	25 February 2022
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Sarah Snow

Summary of review and findings
Anglia Ruskin University (ARU) is an established approved education institution (AEI). The school of nursing and midwifery (the school) currently deliver a return to practice (RtP) programme with routes in adult, children's and mental health nursing, titled return to nursing practice. The RtP programme was approved by the Nursing and Midwifery Council (NMC) on 5 August 2021. The school present a proposal for major modification to the approved RtP programme to add a midwifery route. The title of this route is return to midwifery practice (RtMP). Development of the RtMP route is at the request of Health Education England (east of England) and is part funded by them to support the systematic examination of the newborn content of the programme. The RtMP route is offered as a 60-credit, level six module and is delivered each university trimester in September, January and May across three sites in Chelmsford, Cambridge and Peterborough. Returners access the programme directly by application to ARU or via an employer-led model. Midwifery returners are required to complete a minimum of 150 hours of practice learning. The number of hours of practice learning is graduated according to the applicants' time out of practice up to a maximum of 450 hours. The theory elements of the programme are delivered using a blended learning approach that includes online synchronous and asynchronous learning and face to face, simulated skills practice. Programme documentation demonstrates that the curriculum content and mode of delivery are designed to meet the Standards for RtP programmes (SRtPP) (NMC, 2019) and Standards of proficiency for midwives (SPM) (NMC, 2019). Domains one to five of the SPM are mapped within the programme content. The domain six skills are clearly visible and evidenced within the midwifery ongoing record of achievement (MORA), and demonstrate what must be met at the point of applying to re-enter the NMC register as a midwife. The MORA was developed by the England and Northern Ireland midwifery practice assessment collaboration (MPAC), the version applied here being a derivative of the original document for use by the RtMP route. The RtP MORA has previously been approved. There's evidence of wide engagement and a collaborative approach to the design and development of the programme and new RtMP route. Co-production is led by the head of school and lead midwife for education (LME). This process involves practice learning partners (PLPs), service users and carers (SUCs), RtP nursing

students and midwives who have previously completed a RtP programme. This engagement is recorded within the programme documentation and confirmed at the modification visit by all stakeholders. Documentary evidence and the modification visit confirms effective partnership working between ARU and stakeholder groups. This includes confirmation that there are robust partnership approaches between ARU and their PLPs to manage and mitigate any risks to student learning.

The visit is undertaken by remote means.

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

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

The modified programme is recommended to the NMC for approval subject to one university condition. Two NMC recommendations are made.

Updated 11 March 2022:

ARU has provided documentation that confirms the university condition has been met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐

Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** Condition one: Provide greater clarity in the documentation around the precise role and function of the professional discussion in the objective structured clinical examination (OSCE) assessment. (University condition) **Education governance: management and quality assurance:** None identified.
Date condition(s) to be met:	11 March 2022
Recommendations to enhance the programme delivery:	Recommendation one: Consider broadening the recruitment of SUCs to include those with more diverse childbirth experiences, including continuity of midwifery carer and midwifery-led care. (SFNME R5.5; SRtPP R2.1) Recommendation two: Consider strengthening oversight of students' progress through the practice learning environment where adjustments to placements or hours are required. (SRtPP R2.11)

Focused areas for future monitoring:	Monitoring the support needs of practice supervisors and practice assessors with responsibility for RtMP students. Monitoring RtMP students' experiences of shared theory learning.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: Additional documentation provides evidence that the university condition is met. Condition one is now met.	
AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	11 March 2022

Section three

NMC Programme standards
Please refer to NMC standards reference points *Standards for return to practice programmes* (NMC, 2019) *Return to practice standards* (NMC, 2019) *Future nurse: Standards of proficiency for registered nurses* (NMC, 2018) *Standards for competence for registered midwives,* (NMC, 2009)

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

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

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

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

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

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

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

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

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

Standard 5: Curricula and assessment:
R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
R1.7 students are empowered to be proactive and to take responsibility for their learning

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

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

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

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

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

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

Findings against the standard and requirements

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

There's evidence that ARU is committed to robust partnership working with stakeholders in the development, delivery and evaluation of the RtMP route at both strategic and operational levels. Key stakeholders include PLPs, RtP nursing students, midwives who have previously completed a RtP programme at ARU and SUCs. Documentary evidence and the modification visit demonstrates a clear commitment to involve stakeholders in the development of the proposed RtMP route.

Programme documentation and the modification visit confirm effective partnership working between ARU and PLPs. Representatives from PLPs tell us about the positive working partnership and meaningful involvement they have with ARU. They feel well supported by the programme team and are enthusiastic about the new RtMP route. PLPs tell us about their commitment to support midwifery returners and retain them within the workforce.

Clear systems are in place to enable the supervision and assessment of RtMP students, and effective communication systems exist between PLPs and the programme team. PLPs confirm that they're prepared for the supervision and assessment of RtMP students and can access resources provided by the school to help support the development of their roles as practice assessors and practice supervisors, for example through the practice hub. The roles and responsibilities of practice assessors, practice supervisors and academic assessors are clearly detailed in the MORA.

There's evidence of a collaborative partnership approach to ensure governance structures are in place for student learning. Documentary evidence and the modification visit confirm ARU have robust procedures in place for escalating concerns about safe and effective midwifery care in practice learning environments. RtP nursing students, practice assessors and practice supervisors confirm that they understand how to raise concerns. RtP nursing students tell us that they're well supported in practice learning environments and receive prompt assistance from the programme team when reporting any issues or concerns relating to practice learning. The MORA contains action plans to support students in their progression, following any concerns raised in practice.

The programme team and PLPs report that monitoring of supernumerary status of RtMP students is managed in the same way as other learners. PLPs and the programme team acknowledge that monitoring of supernumerary status is especially important for midwifery returners as many will have accrued significant clinical experience as a registrant and therefore may not be viewed primarily as a student. PLPs and the programme team are alert to the ongoing support needs of practice supervisors and practice assessors who are allocated RtMP students. Specific RtMP resources are available in the practice hub and PLPs tell us that these resources are easy to access and helpful.

There's evidence of SUC involvement in the programme, confirmed at the modification visit by one SUC representative who tells us that they feel valued and part of the team. They describe how their opinions at RtMP development meetings are valued equally and that the programme team are responsive to their

suggestions for curriculum development. For example, the programme team are including a timetabled opportunity for a SUC to share their complex birth story with students. To expose students to a wider range of birth stories, the programme team are recommended to consider broadening the recruitment of SUCs to include those with more diverse childbirth experiences, including continuity of midwifery carer and midwifery-led care. (Recommendation one)

The programme team have an active SUC implementation plan and the school has recently appointed a SUC engagement facilitator who works with SUC leads to increase input into all healthcare programmes. The MORA includes opportunities for SUCs to feedback on student achievement in the practice learning environment. Practice supervisors invite women and their families to provide this feedback to support students' ongoing development.

There's evidence of inter-professional learning (IPL) in theory and practice settings. IPL experiences in the practice learning environment are evidenced in the MORA. Students will share some learning with RtP nursing and pre- and post-registration midwifery students, for example identifying the acutely unwell person.

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

MET ☒ **NOT MET** ☐

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

MET ☒ **NOT MET** ☐

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

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

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

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

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

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

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

R1.2.5 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

Note: Education institutions and their practice learning partners may propose to transfer current students onto the new programme to meet the *Standards for return to practice programmes.* If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.
Proposed transfer of current students to the programme under review Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the *Standards for return to practice programmes* (NMC, 2019).
Proposed transfer of current students to the ***Standards for student supervision and assessment*** (NMC, 2018). Demonstrate a robust process to transfer current students onto the ***Standards for student supervision and assessment*** (NMC, 2018).

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

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

YES ☒   **NO** ☐

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

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

R1.2.5 have capability in literacy to meet programme outcomes

YES ☒   **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

Provide an 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

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

MET ☒ **NOT MET** ☐

R1.6 is met. Unchanged through this modification.

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

MET ☒ **NOT MET** ☐

R1.7 is met. 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. RtMP is a new route and therefore there are no existing students who require transfer.

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. RtMP is a new route and therefore there are no existing students who require transfer.

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

Outcome

Is the standard met? **MET** ☒ **NOT MET** ☐ **Date:** 25 February 2022

Post event review

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

Date condition(s) met: N/A

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

N/A

Standard 2: Curriculum
Approved educations institutions, together with practice learning partners, must: R2.1 ensure programmes comply with the NMC *Standards framework for nursing and midwifery education* R2.2 comply with the NMC *Standards for student supervision and assessment* R2.3 ensure that programme learning outcomes reflect relevant standards of proficiency R2.4 design and deliver a programme that supports students to return to their intended area of practice R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language R2.6 state routes within the return to practice programme that allows: R2.6.1 nurses to be readmitted to, or remain on, the register in one or more of the specific fields of nursing practice: adult, children, learning disabilities and mental health nursing R2.6.2 midwives to be readmitted to, or remain on, the register as midwives R2.6.3 specialist community and public health nurses (SCPHNs) to be readmitted to, or remain on, the register as specialist community and public health nurses R2.6.4 nursing associates to be readmitted to, or remain on, the register as nursing associates R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, children, learning disabilities and mental health nursing R2.8 set out the general and professional content necessary to confirm the relevant standards of proficiency and programme outcomes for each part of the register R2.9 ensure that specific content such as: safeguarding, consent, pharmacology and medicines administration and optimisation is included for the student to be readmitted to, or remain on, the register R2.10 ensure the curriculum uses a range of learning and teaching strategies which may include flexible or distance learning, which must be used effectively and proportionately to support learning and assessment, and R2.11 ensure that all return to practice programmes are an appropriate length to support programme outcomes.

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

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

YES ☒   NO ☐

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

YES ☒   NO ☐

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

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

YES ☐   NO ☐   N/A ☒

The modification relates to the addition of a midwifery route.

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 ☒

The modification relates to the addition of a midwifery route.

Nursing associates

YES ☐   NO ☐   N/A ☒

The modification relates to the addition of a midwifery route.

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

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

MET ☒   NOT MET ☐

R2.4 is met. Programme documentation and discussion at the modification visit confirm that the programme supports students to return to their intended area of practice. The learning outcomes reflect the SPM. Domains one to five of the SPM are mapped within the curriculum and the domain six skills are clearly visible and evidenced within the MORA. Students enter the programme having negotiated either an appropriate clinical practice placement or securing an employer-led return where they're employed as a healthcare assistant. The RtMP module leader will support students who struggle to secure a placement before commencement of the programme.

Evidence provides assurance that the following requirements are met:

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

YES ☐   **NO** ☐   **N/A** ☒

The proposed RtMP route isn't delivered 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** ☒

The modification relates to the addition of a midwifery route.

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** ☒

The modification relates to the addition of a midwifery route.

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

YES ☐   **NO** ☐   **N/A** ☒

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The modification relates to the addition of a midwifery route.

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 ☒

The modification relates to the addition of a midwifery route.

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 ☒

The modification relates to the addition of a midwifery route.

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

MET ☒ NOT MET ☐ N/A ☐

R2.8 is met. Midwifery learning outcomes are mapped across the programme documentation and aligned with the SPM. Domains one to five of the SPM are mapped within the curriculum. This includes systematic examination of the newborn. The summative OSCE assessment includes a professional discussion based on a SUC generated scenario that reflects the four themes of the Code (NMC, 2018), for example the importance of effective communication.

Specialist community and public health nurses (SCPHNs)

MET ☐ NOT MET ☐ N/A ☒

The modification relates to the addition of a midwifery route.

Nursing associates

MET ☐ NOT MET ☐ N/A ☒

The modification relates to the addition of a midwifery route.

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 programme timetable includes safeguarding, consent, pharmacology and medicines management and optimisation. The programme team confirm that some of this content is taught alongside RtP nursing and pre- and post-registration midwifery students. Profession specific content, for example midwives' exemptions, is facilitated separately by members of the midwifery teaching team. The MORA includes medicines administration proficiencies that all students must achieve by the end of their programme. This is supported by a safeMedicate summative assessment.

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 RtMP route consists of one module which is delivered using a blended learning approach. This includes synchronous and asynchronous online learning, face to face skills practice and self-directed study. There's some shared learning with RtP nursing and pre- and post-registration midwifery students on common topics, for example safeguarding. The RtP nursing students tell us that the self-directed learning is intensive but manageable and the available information technology (IT) and library support services are very helpful. They describe the online learning as "brilliant" because it enables them to undertake the programme without a lengthy commute to a distant campus.

Programme documentation and discussion at the modification visit identifies that some students may not have undertaken academic study for a significant amount of time. Students therefore self-assess their learning needs at selection stage and are signposted to relevant ARU support services, for example study skills plus. Completion of a step into healthcare online module is required at the start of the programme to enable students to refresh and update their literacy, numeracy and information gathering skills.

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

MET ☒   **NOT MET** ☐

R2.11 is met. The RtMP module is normally delivered over a single university trimester, however there's flexibility to accommodate the individual learner's needs. For example, a student who is working part-time during their programme or needs to complete the maximum number of practice hours and may need to extend beyond the trimester. This is overseen by the RtMP module lead and director of studies.

Programme documentation states that returners are required to complete a minimum of 150 practice hours and normally a maximum of 450 hours as part of the RtMP module, dependent on the length of time since the student was last in clinical practice. The LME explains that the minimum number of practice hours equates to a four-week clinical placement, generally considered to be the minimum length for students to evidence meaningful engagement within a practice learning environment.

The required number of clinical practice hours is assessed at the start of the programme by the RtMP module lead and is informed by the student's self-assessment of their learning needs. The student's progress is reviewed by the practice assessor and academic assessor at the formative assessment. Any adjustments to the student's programme are recorded in the MORA and overseen by the RtMP module leader.

The RtP nursing students tell us that the flexible approach to delivery of the module supports the individual student's learning and progression needs. However, individualised and flexible patterns of learning can make oversight of the cohort's progress challenging for the programme team. A recommendation is therefore made to consider strengthening oversight of students' progress through the practice learning environment where adjustments to placements or hours are required. (Recommendation two)

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to curricula and assessment are met	**YES** ☒	**NO** ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to assessment are met	**YES** ☒	**NO** ☐

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

Nursing & Midwifery Council

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

MOTT MACDONALD

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

Standard 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

<div align="right">

MET ☒   **NOT MET** ☐

</div>

R3.1 is met. Programme documentation and discussions at the modification visit confirm that students have sufficient learning opportunities to enable them to develop skills and knowledge to deliver safe and effective midwifery care to a diverse range of people. Students are placed within one PLP and usually in the practice area where they intend to be employed. Students rotate through antenatal, intrapartum, postnatal and neonatal care settings as required to ensure that they obtain sufficient learning opportunities to achieve the SPM. They can also utilise 'spoke' placements through negotiation with the PLP's practice development team and their practice assessor. These are recorded in the MORA.

PLPs describe the importance of a tailored approach to practice learning for each student which is flexible to suit individual learning needs and achievement of the SPM. The RtP nursing students tell us that they experienced some initial challenges in securing an appropriate primary care placement, however these were promptly rectified through the effective partnership working between the programme lead and PLPs. Students know how to raise and escalate concerns about care and are confident to do so. There's clear guidance for students on ARU's virtual learning environment platform and in programme documentation.

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

<div align="right">

MET ☒   **NOT MET** ☐

</div>

R3.2 is met. Programme documentation and the modification visit confirms that students rotate through key maternity settings to achieve the communication and relationship management skills and procedures as set out in the SPM. Achievement of these is recorded in the MORA. Practice assessors, academic assessors and practice supervisors work with students to identify their learning needs to ensure that they achieve the SPM. The RtP nursing students confirm they're well supported by their practice supervisors and the programme team in identifying opportunities in practice to develop their communication and management skills.

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

MET ☒   **NOT MET** ☐

R3.3 is met. Students are placed within one PLP and usually in the practice area where they intend to be employed. Students rotate through antenatal care, intrapartum care, postnatal care and neonatal care settings as required to enable them to meet the SPM. This is recorded in the MORA. Access to midwifery-led care and continuity of midwifery carer settings is dependent on the PLP's maternity organisation and rollout. One head of midwifery tells us that placements within midwifery-led care settings and continuity teams is prioritised for students with limited or no experience of these systems of care. Practice development midwives work with the module team in tailoring the student's placement experience and report high confidence in their close partnership working to achieve this. We're therefore assured that all students will ultimately have sufficient practice experiences to be able to demonstrate proficiency related to continuity of midwifery care and carer.

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. Programme documentation and the modification visit confirm that technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. Completion of a step into healthcare online module is required at the start of the programme to enable students to refresh and update their literacy, numeracy and information gathering skills. Students are required to undertake a summative, online safeMedicate examination to demonstrate competence in medicine calculations. The programme timetable illustrates the face to face skills sessions that support the student in preparing for the OSCE summative assessment. Simulated skills practice includes obstetric emergencies and systematic examination of the newborn.

The programme team and RtP nursing students tell us that time is allocated within the timetable to ensure students are prepared to utilise online learning materials. The students tell us that ARU's IT and library support services are very helpful and describe the online learning as "brilliant" because it enables them to undertake the programme without a lengthy commute to a distant campus.

R3.5 take account of students' individual needs, personal circumstances and intended area of practice when allocating their practice learning including making reasonable adjustments for students with disabilities
MET ☒ **NOT MET** ☐
R3.5 is met. Unchanged through this modification.

Evidence provides assurance that the following requirements are met:
R3.6 ensure that students are supernumerary.
YES ☒ **NO** ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met
YES ☒ **NO** ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met
YES ☒ **NO** ☐

Outcome
Is the standard met?   **MET** ☒ **NOT MET** ☐
Date: 25 February 2022

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

Standard 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. Unchanged through this modification.

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. Unchanged through this modification.

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. Documentary evidence and the modification visit confirm that there are processes in place to provide students with formative and summative feedback throughout the programme, supporting their development and progression. Students have six formative opportunities during the programme to undertake the safeMedicate examination, and undertake formative OSCE assessment with both their peers and the RtMP module team. The RtP nursing students confirm that their experiences of receiving feedback during the programme are positive and they feel well supported by the programme team and PLPs.

Practice assessments are recorded in the MORA. Students receive mid-placement and final placement feedback. Women and their families as SUCs provide feedback as part of the MORA. SUC feedback is collected by practice supervisors and helps students to reflect on the care they've provided. The MORA records meetings and feedback given to students by practice assessors, practice supervisors and academic assessors.

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 programme learning outcomes are clearly mapped against the SPM and there are sufficiently varied practice learning experiences to facilitate students achieving the programme outcomes. The RtP nursing students confirm this. The MORA is mapped against the SPM and provides an ongoing record of students' progress. The practice assessor confirms the final assessment and successful achievement of the SPM. This is agreed by the academic assessor and recorded in the MORA.

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

MET ☒   **NOT MET** ☐

R4.6 is met. Programme documentation and the modification visit confirm that students rotate through key maternity settings to achieve the communication and relationship management skills and procedures as set out in the SPM. Achievement of these is recorded in the MORA. The summative OSCE assessment includes a professional discussion based on a SUC generated scenario that reflects the four themes of the Code (NMC, 2018), for example the importance of effective communication.

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. Practice assessments are recorded in the MORA. Students receive mid-placement and final placement feedback from practice supervisors, practice assessors, academic assessors and SUCs. The practice assessor confirms the final assessment and successful achievement of the SPM. This is agreed by the academic assessor and recorded in the MORA. At the end of the programme, the RtMP module lead and LME verify completion of practice hours and all assessment elements.

Evidence provides assurance that the following requirement is met:

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

YES   ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R4.9 is met. The practice assessor confirms the final assessment and successful achievement of the SPM. This is agreed by the academic assessor and recorded in the MORA. The RtMP module lead and LME verify completion of practice hours

and all assessment elements prior to recommending to the NMC that the midwife returner be readmitted to the register.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to supervision and assessment are met	**YES** ⊠ **NO** ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to supervision and assessment are met	**YES** ⊠ **NO** ☐

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

Standard 5: Qualification or credits to be awarded and information on NMC registration
Approved education institutions, together with practice learning partners, must: R5.1 ensure that the minimum credits/award for a return to practice programme for nurses and midwives is at bachelor's degree level   R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and   R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register.   R5.4 notify students during and before successful completion of the programme

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

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

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

YES ☒   NO ☐   N/A ☐

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

YES ☐   NO ☐   N/A ☒

The modification relates to the addition of a midwifery route.

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

YES ☒   NO ☐

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

YES ☒   NO ☐

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

YES ☒   NO ☐

Outcome

Is the standard met?   MET ☒   NOT MET ☐

Date: 25 February 2022

Post event review

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

Date condition(s) met:
N/A

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

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s)	☒	☐
Module descriptors ***Please specify route:*** Nursing / field of nursing	☐	☒
Midwifery	☒	☐
SCPHN	☐	☒
Nursing associate	☐	☒
Student facing documentation including: programme handbook ***Please specify route:*** Nursing / field of nursing	☐	☒
Midwifery	☒	☐
SCPHN	☐	☒

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

Mapping document providing evidence of how the education institution has met the Standards for return to practice programmes (NMC, 2019) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
Programme lead: Nursing	☐	☒
Midwifery	☒	☐
SCPHN	☐	☒
Nursing associate	☐	☒
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	☒	☐
If you stated no above, please provide the reason and mitigation: The modification relates to the addition of a midwifery route therefore documentation related to nursing, SCPHN and nursing associate isn't required.		
List additional documentation: Basildon and Thurrock University Hospitals NHS Foundation Trust, Care Quality Commission (CQC) inspection report, 10 July 2019 Edith Shaw Hospital, CQC inspection report, 28 October 2021 Essex Partnership University NHS Foundation Trust, CQC inspection report, 9 October 2019 Guy's and St Thomas' NHS Foundation Trust, CQC inspection report, 23 July 2019 John Munroe Hospital – Rudyard, CQC inspection report, 28 October 2021 Kneesworth House, CQC quality report, 24 December 2020 Mid and South Essex NHS Foundation Trust, CQC inspection report, 1 December 2021 North East London NHS Foundation Trust, CQC inspection report, 6 September 2019 North West Anglia NHS Foundation Trust, CQC inspection report, 20 December 2019 Potters Bar Clinic, CQC quality report, 3 March 2020 The Princess Alexandra Hospital NHS Trust, CQC inspection report, 17 November 2021 Priory Hospital Arnold, CQC inspection report, 22 July 2021 Queen's Hospital, CQC inspection report, 1 October 2021 Hospiva Care and Associates Agency Ltd – Romford, CQC inspection report, 2 July 2021		

	The Royal Free Hospital, CQC inspection report, 27 August 2021 West Suffolk Hospital, CQC inspection report, 22 June 2021 Major modification event outcome response, 4 March 2022 OSCE assessment guidance, 3 March 2022 Email thread from chair of panel, 11 March 2022
	Additional comments: None identified.

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: RtP nursing students x two RtP midwifery alumni x two		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		

If you stated no above, please provide the reason and mitigation: ARU is an established AEI and visits to resources isn't required for this major modification.
Additional comments: None identified.

Mott MacDonald Group Disclaimer

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record			
Final Report			
Author(s):	Sarah Snow	Date:	2 March 2022
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Submitted by:	Amy Young	Date:	24 March 2022
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