Programme approval visit report

Section one

Programme provider name:	Bournemouth University
In partnership with: *(Associated practice learning partners* *involved in the delivery of the* *programme)*	The Royal Bournemouth and Christchurch Hospitals NHS Foundation Trust Avon and Wiltshire Mental Health Partnership NHS Trust Dorchester County Hospital NHS Foundation Trust Dorset Healthcare University NHS Foundation Trust Poole Hospital NHS Foundation Trust Salisbury NHS Foundation Trust Southern Health NHS Foundation Trust

Programme(s) reviewed:

Programme: Return to Practice - Nursing Adult
Title of programme: Return to Practice
Programme start date: 1 September 2020

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

Programme: Return to Practice - Nursing Child
Title of programme: Return to Practice
Programme start date: 1 September 2020

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

Programme: Return to Practice - Nursing Mental Health
Title of programme: Return to Practice
Programme start date: 1 September 2020

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

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Date of approval	12 March 2020
QA visitor(s):	Registrant Visitor: Sally Martin

Summary of review and findings
Bournemouth University (BU), Faculty of Health and Social Sciences is seeking approval for the return to nursing practice, in the fields of adult, mental health and children's nursing. The programme is mapped to the Nursing and Midwifery Council (NMC) Standards for return to practice programmes (SRtPP) (NMC, 2019). BU presented the programme awarding 20 credits at level six, with a duration of one year maximum. The programme will be delivered twice per year, with an anticipated cohort of 15 students and is planned to commence in September 2020.

The minimum practice hours for completion of the programme are 150 which may be adjusted based on student need to a maximum of 450 hours. The faculty are proposing to adopt the England return to practice (RTP) nursing practice assessment document (PAD) and related mapping and guidance. This PAD has been developed by the West Midlands return to practice group in collaboration with practice learning partners (PLPs), academic staff, returners and service users across England. The faculty have implemented the Standards for supervision and assessment (SSSA) across all NMC programmes from September 2019.

The programme has been developed and is delivered in partnership with a range of PLPs within the related geographical location. The university has a service user and carer strategy supported by the establishment of the public involvement in education and research group (PIER) which contributes to the development of nursing and midwifery programmes within the faculty of health and social sciences.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is not met at programme level.

The SSSA (NMC, 2018) are not met at programme level.

The programme is recommended to the NMC for approval subject to five conditions; three joint NMC and university conditions and two university conditions. Two NMC recommendations and two university recommendations are made.

Updated 1 June 2020:

Evidence was provided that the changes required to meet the five conditions; three joint NMC and university conditions and two university conditions have been made. The five conditions are now met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None Identified **Selection, admission and progression:** Condition one: The programme team must demonstrate a robust process for determining and evidencing RtP students' prior learning and experience in relation to the standards of proficiency, programme outcomes and the students intended scope of practice upon readmission. (SFNME R2.8, R2.11; SRtPP R1.6) (NMC and University condition) **Practice learning:** Condition two: The programme team and PLPs must demonstrate that the role of nominated person in each practice setting is known and understood by all return to nursing practice stakeholders. (SSSA R1.5; SRtPP R2.2) (NMC and University condition) **Assessment, fitness for practice and award:** Condition three: The programme team must ensure that the role articulation of the academic assessor with practice assessors is understood by all return to nursing practice stakeholders. (SSSA R9.4, R9.5; SRtPP R2.2) (NMC and University condition) **Education governance: management and quality assurance:** Condition four: The programme team must take action through university processes to approve the change of the name. (University condition) Condition five: The programme team must take action to formally approve: i) the exceptional requirement for admission to the programme. ii) the exceptional requirement for assessment regulations, including non-compliance to academic regulations, policies and procedures (ARPP) 6C-principles of assessment design, limits on periods of

	registration and the absolute pass-mark for all pieces of formal assessment. iii) non-alignment to the common academic structure (CAS). (University condition)
Date condition(s) to be met:	31 May 2020
Recommendations to enhance the programme delivery:	Recommendation one: To enhance the understanding of the nominated person role within the programme team and academic community. (SSSA R1.5, R9.4, R9.5; SRtPP R2.2) Recommendation two: Consider providing greater support for the SSSA role in relation to RtP students. (SRtPP R2.2) Recommendation three: The programme team should ensure there is a robust process in place to ensure that RtP students meet the 84 proficiencies, which could also be done by 'live simulation'. (University recommendation) Recommendation four: The programme team should consider providing a learning disabilities route within the RtP programme. If this route is to be added in the future, the NMC would need reassurance that the necessary resource was available, and a major modification would be required. (University recommendation)
Focused areas for future monitoring:	Service user continued involvement in the return to practice programme design, development, delivery and evaluation.

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Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Students must complete a RtP self-assessment portfolio when they commence the programme. The portfolio review is now tripartite with input from student, practice assessor and academic assessor. Condition one is now met

Additional clarity on the role of the nominated person has been added to the student assessment documentation. Condition two is now met.

Additional clarity on the variety of roles has been included in programme documentation and included in student's introduction to the programme. Condition three is now met.

The two university conditions have been confirmed as met.

The SFNME is now met.
The SSSA is now met.
The SRtPP are now met.

AEI Observations	Observations have been made by the education institution Yes
Summary of observations made, if applicable	The AEI confirms accuracy of the report.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	31 May 2020

Section three

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

Return to practice standards (NMC, 2019)

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

Standards for competence for registered midwives (NMC, 2009)

Standards of proficiency for nursing associates (NMC, 2018)

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

Standards for specialist education and practice (NMC, 2001)

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

Standards for student supervision and assessment (NMC, 2018)

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

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

QA Handbook (September 2018 updated July 2019)

Partnerships

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

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

Programme documentation and discussion at the visit provides evidence of effective partnership and engagement between BU and its stakeholders.

Partnership meetings at strategic and operational levels evidence that stakeholders are listened to and their views included in programme development. Practice placement agreements between the university and PLPs confirm processes to ensure shared clinical governance arrangements.

Students are supported on the RTP programme in conjunction with Health Education England (HEE) or sponsored by employers. Applicants are required to obtain a practice placement which is confirmed as a suitable learning environment

by the employer prior to admission to the programme. Admission processes ensure that all NMC regulatory admission processes are completed prior to students commencing on the programme. Quality of practice learning placements is assured through the education audit which is jointly completed by the university and PLPs.

PLPs and students confirm awareness of the university raising concerns protocol. PLPs and students confirmed implementation of the SSSA, students are taught and assessed in practice by practice supervisors and practice assessors. Achievement of competence is evidenced through the England RtP nursing PAD.

Employers, PLPs, service users and students have been involved in the development of the programme. Examples of co-production in the design and development of the programme were provided by the PLPs and the PIER which is an established service user group within the university.

PLPs are involved in face-to-face recruitment for the programme. The service users are not directly involved in the face-to-face recruitment but contribute to questions utilised as part of the selection process.

Student feedback from the current programme to increase the number of face-to-face days was considered and implemented in the programme development.

Students' confirmed that they are well supported on the programme by the university programme team and in practice by practice supervisors and practice assessors.

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

Met

Gateway 2: Standards for student supervision and assessment

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met: 12 March 2020

Revised outcome after condition(s) met:

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

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

R1.2.1 demonstrate values in accordance with the Code

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

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

R1.2.4 can demonstrate they meet NMC English language requirements

R1.2.5 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

Proposed transfer of current students to the programme under review

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

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

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

Evidence provides assurance that the following requirements are met:

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

Yes

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

R1.2.1 demonstrate values in accordance with the Code

Yes

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

Yes

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

Yes

R1.2.4 can demonstrate they meet NMC <u>English language requirements</u>

Yes

R1.2.5 have capability in literacy to meet programme outcomes

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

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

Not Met

R1.6 is not met. Applicants wishing to undertake the programme are reviewed by the programme lead and the employing organisation representative to ensure that they meet the professional requirements for admission to their field of practice.

Students complete the self-assessment form contained within the PAD prior to an individual tutorial with the academic assessor, this discussion is used to plan the number of hours it is anticipated that will be required to achieve their competencies. The practice assessor is not involved in this process, the number of hours are revisited throughout the practice assessment reviews and increased if required.

At the approval event PLPs articulated that students had been failed for not achieving their proficiencies within the programme time-frame. However, there is no specific criteria applied for determining the number of practice hours based on students' prior learning and experience including length of time out of practice. (Condition one)

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

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

Met

R1.7 is met. Digital and technological capacity is evidenced through an online application to the programme and the inclusion of a PowerPoint presentation at interview.

Prospective students have access and are encouraged undertake the standardised numeracy assessment project (SN@P) to test and improve their existing skills.

Students are assessed in medicines management through an online programme, safeMedicate which offer formative opportunities.

Throughout the programme digital and technological literacy are developed through online literature searches and use of the virtual learning environment (VLE).

Proposed transfer of current students to the programme under review

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

The programme team confirmed that there are no students' on current programmes who will transfer to the new programme.

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

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

The programme team confirm there are no students on current RTP programmes to transfer to the SSSA standards.

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

Yes

Outcome

Is the standard met?

Not Met

Students complete a self-assessment form in the practice learning document which is discussed with the academic assessor to plan the hours required in practice to meet standards of proficiency, practice assessors are not involved in this process.

Condition one: The programme team must demonstrate a robust process for determining and evidencing the students' prior learning and experience in relation to standards of proficiency, programme outcomes and the students intended scope of practice upon readmission. (SFNME R2.8, R2.11; SRtPP R1.6) (NMC and University condition)

Date: *12 March 2020*

Post Event Review

Identify how the condition is met:

A RtP self-assessment portfolio must be completed and presented on the first study day at BU. A guide on how to complete the portfolio has been developed. The portfolio review is now tripartite with input from student, practice assessor and academic assessor. Condition one is now met.

Evidence:
RtP proficiency self-assessment document, undated
RtP practice placement guide, March 2020

Date condition(s) met: 31 May 2020

Revised outcome after condition(s) met:

Met

Condition one is met.
SFNME R2.8 and R2.11 are now met.
SRtPP R1.6 is now met.

Standard 2: Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence provides assurance that the following requirements are met:

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

Yes

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

No

R2.2 is not met. Students are taught and assessed in practice by practice supervisors and practice assessors. University academic assessors do not contribute directly to student practice assessment. The link between the university and practice is provided by university practice learning advisers.

University practice learning advisers act as the nominated person. This role is focused around providing support to practice supervisors and practice assessors. PLPs including practice supervisors and assessors told us that they were unaware of the role of the nominated person and who this person is for each practice area within the context of the SSSA (NMC, 2018). (Condition two)

Within their clinical practice experience students are supported by supervisors and assessed by practice assessors. Practice assessors reported that academic assessors are only involved in student assessment if required. Practice assessors articulated that they were supported by the university practice learning adviser should any concerns arise with students.

There is confusion by all stakeholders from practice and the university regarding the role of the academic assessor and their contribution to student assessment. (Condition three)

To further enhance the implementation of the SSSA across the RtP programme two recommendations are made. (Recommendation one and recommendation two)

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

Yes

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

Yes

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

No

BU are not presenting the RtP route for midwives.

Specialist community and public health nurses (SCPHNs)

No

BU are not presenting the RtP for specialist community public health nurses route.

Nursing associates

No

BU are not presenting the RtP programme for nursing associates 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

R2.4 is met. Programme design incorporates both generic and field specific outcomes. Generic aspects of the programme are delivered over eight face-to-face days. Demonstration at the approval event confirmed the use of the VLE to deliver field specific learning outcomes.

Practice learning takes place in field specific environments. BU has adopted the

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England PAD for RtP nursing which is mapped against the NMC Future Nurse: Standards of proficiency for registered nurses (NMC, 2018) and the RtP standards (NMC, 2019).

PLPs confirm that practice placements are selected which enable students to achieve their learning outcomes and are supported and assessed by practice supervisors and practice assessors in accordance with the SSSA.

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

N/A

BU will only deliver the programme in England.

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

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

Yes

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

No

BU will not be delivering the RtP programme for 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

No

BU will not be delivering the programme for RtP for specialist community public health nurses.

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

No

BU will not be delivering the RtP programme for nursing associates.

Provide an evaluative summary from your documentary analysis and evidence

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AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met.

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

Met

R2.7 is met. The programme curriculum has been designed to provide outcomes for generic and each field of nursing. BU is not providing the programme for the learning disability field. The programme specification outlines the learning outcomes for the programme. The taught theoretical component of the programme is generic across all fields of nursing. Specific field content is supported through the VLE. Demonstration of the VLE at the approval event confirmed its suitability to meet the outcomes for each field of practice.

The programme team consists of registrants from each field of practice provided; adult, mental health and children's.

Student undertake their practice learning in placements that are field specific. Documentary analysis and discussion with PLPs confirm the content of the PAD is aligned to the learning outcomes for each field of practice. The supporting guidance sets out the learning outcomes for supervisors and assessors across each field of practice.

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

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

Met

R2.8 is met. There is documentary evidence that the design of the programme meets the general and professional content to support the standards of proficiency for students on part one of the register.

The programme specification and timetable clearly demonstrate where this is provided within the taught element of the programme.

The content of the programme evidenced in the England PAD for RtP nursing programme (March 2020) aligns the programme to the platforms, annexes and proficiencies within the Standards of proficiency for registered nurses (NMC, 2018)

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and SRtPP (NMC, 2019).

Students confirmed that the face-to-face days and practice learning provide them with the knowledge required to meet the programme outcomes.

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

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

Met

R2.9 is met. Documentary evidence and discussion with the programme team and students indicate where safeguarding, consent, pharmacology and medicines administration and optimisation are included within the programme.

Medicines management is assessed through successful completion of the safeMedicate online programme.

Practice learning evidences that competence in practice for medicines administration and consent through the PAD has been achieved.

Students confirm that these elements of the programme are contemporaneous and prepared them for registration.

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

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

Met

R2.10 is met. The curriculum utilises a range of teaching and learning strategies in the delivery of the programme. These include lectures, group work, presentations, seminars and use of the VLE.

Students confirmed that there is a range of teaching methods across the programme which enables the student to develop their knowledge, critical analysis

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skills and supports individual and provide opportunities for shared learning.

Students tell us that they are supported and empowered to be responsible for their own learning.

The PAD enables students to evidence learning through a variety of methods including teaching and reflection in practice.

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

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

Met

R2.11 is met. The return to nursing practice programme is to be completed within one year. Students must attend eight face-to-face days and complete all the associated VLE activities for the programme.

The number of contact hours have been increased from six to eight days following feedback from students on the current programme.

Students are required to complete a minimum of 150 hours in clinical practice. This may be increased to 450 hours to meet the needs of the student but must be completed within a year from programme commencement.

The programme team have a set submission date for the PAD, theory assessment and completion of the safeMedicate online assessment.

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

Yes

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

No

University practice learning advisers act as the nominated person. This role is focused around providing support to practice supervisors and practice assessors. PLPs including practice supervisors and assessors told us that they were unaware

of the role of the nominated person and who this person is for each practice area within the context of the SSSA (NMC, 2018). (Condition two)

There is confusion by all stakeholders from practice and the university regarding the role of the academic assessor and their contribution to student assessment aligned to the RtP programme. (Condition three)

Outcome

Is the standard met?

Not Met

There is no clarity to provide assurance that there is a nominated person for each practice setting to actively support students and address student concerns.

Condition two: The programme team must demonstrate that the role of the nominated person in each practice setting is known and understood to RtP students, practice supervisors and practice assessors. (SSSA R1.5; SRtPP R2.2)

Practice partners and the university team were unclear of the role of the academic assessor and their contribution to student practice assessment.

Condition three: The programme team must ensure that the role articulation of the academic assessor with practice assessors is understood by all RtP stakeholders (SSSA R9.4, R9.5; SRtPP R2.2)

Date: *12 March 2020*

Post Event Review

Identify how the condition is met:

Additional clarity on the role of the nominated person has been added to the Pan-England RtP PAD and the RtP practice placement guide. Condition two is now met.

Evidence:
Pan-England RtP PAD (p.4), 5 March 2020
RtP practice placement guide, March 2020

Additional clarity on the variety of roles is set out in the RtP practice placement guide and student handbook. RtP students will be given an overview in their introduction to the programme. Condition three is now met.

Evidence:
RtP practice placement guide, March 2020

Date condition(s) met: 31 May 2020

Revised outcome after condition(s) met:

Met

Condition two is met.
SSSA R1.5 is met.
SRtPP R2.2 is met.

Condition three is met.
SSSA R9.4 and R9.5 are met.
SRtPP R2.2 is met.

Standard 3: Practice learning

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

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

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

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

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

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

R3.6 ensure that students are supernumerary

Provide an evaluative summary from your documentary analysis and evidence

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AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met.

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

Met

R3.1 is met. Students are required at point of application to secure a clinical placement within their field of practice. These are agreed in partnership and supported by HEE to meet student and future workforce needs. PLPs and students at the approval visit tell us that the clinical placements provide sufficient opportunities to deliver safe and effective care.

Documentary evidence and discussion with the PLPs confirms that the practice learning environment holds an education audit and has sufficient practice supervisors and practice assessors to teach and assess the students.

The PAD evidences that students are facilitated and empowered to deliver care across different settings that enable them to develop skills with a range of service users, including individuals, families, carers and groups.

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

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

Met

R3.2 is met. The theory of communication and interpersonal skills is covered within the programme timetable. Students' confirm that they are provided with opportunities to develop and apply these theories into their practice learning. They tell us that they are enabled to utilise new communication techniques such as motivational interviewing at a level appropriate to their field of nursing.

PAD provides evidence that students can achieved these skills when providing care to service users and working across professional teams.

Students have the opportunity to supervise and teach service users or colleagues within the programme to demonstrate their communication and understanding of care within their field of nursing.

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

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

Met

R3.3 is met. PAD and student feedback at the approval visit confirms that students have the opportunity to access a variety of alternative clinical environments that enable them to consider all holistic aspects of care.

Throughout the practice placement regular meetings between the practice supervisors and practice assessors and students ensure that students are facilitated to practice across a variety of settings which enable them to meet the holistic needs of patients and clients.

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

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

Met

R3.4 is met. Students are required to use technology to enhance their learning through online programmes for medication and numeracy. BU uses a VLE for the field specific programme content, Students tell us that this is self-directed learning and if engaged with appropriately, provides them with the knowledge required for contemporary practice.

The programme team and students advised that they have access to the use of simulation-based learning through the employers' organisation.

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

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

Met

R3.5 is met. Students are provided with the opportunity to declare any additional needs at the point of application to the programme. BU documentation supports inclusivity, encourages students to declare and provides guidance to employers and practice supervisors and assessors to support students with additional learning needs in the workplace.

Students' placements are usually seven and a half hours to accommodate mature students and maintain a work-life balance. The programme team and students confirmed that these hours are adjusted to ensure learning across the 24-hour period.

The programme enables students to gain their clinical experience within practice learning environments under honorary contracts. Students provided assurance that their supernumerary status is maintained in practice as they are identified by their uniform and badge.

R3.6 ensure that students are supernumerary

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met
Date: *12 March 2020*

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Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC <u>Standards framework for nursing and midwifery education</u> R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC <u>Standards for student supervision and assessment</u> R4.3 ensure they inform the NMC of the name of the person responsible for directing the education programme R4.4 provide students with feedback throughout the programme to support their development R4.5 ensure throughout the programme that students meet the required standard of proficiency and programme outcomes to be readmitted to, or remain on, the register R4.6 ensure that students meet communication and relationship management skills and procedures R4.7 assess students to confirm proficiency in preparation for being readmitted to, or remaining on, the register R4.8 ensure that relevant proficiencies are recorded in a record of achievement which confirms these proficiencies and skills have been met, and

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

Evidence provides assurance that the following requirement is met:

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

Met

R4.1 is met. BU documentation, including the programme proposal, specification and the PAD mapping document evidences compliance with the SFNME (NMC,2018). Clinical experience is gained in an environment that holds an education audit and complies with the SFNME (NMC, 2018).

BU and PLPs provided assurance at the visit of effective partnerships, policies and practice learning agreements which ensure there are adequate resources to support supervision and learning and assessment in practice.

PLPs valued the support by university practice learning advisers which is unique to BU, providing a link between practice supervisors, assessors and the academic assessor.

Evidence provides assurance that the following requirement is met:

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

Met

R4.2 is met. Students and PLPs confirmed that prior to application to the programme students are required to secure a host employer and negotiate their practice placement. Applicants are required to provide the name of their practice supervisor and practice assessor on their BU application.

Practice supervisors and practice assessors are required to declare on the PAD that they are prepared for and understand their role at the start of the student placement.

Students reported that there is some confusion between practice supervisors and the practice assessor role regarding the completion of student PAD.

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Recommendation two: Consider providing greater support for supervisor and assessor roles in relation to RtP students.

An academic assessor is assigned to each student for the duration of the programme.

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

Yes

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

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

Met

R4.4 is met. Documentary analysis confirms student feedback processes include formative and summative feedback in theory and practice. Students are provided with the opportunity for formative assessment for each element of the programme. Students are facilitated with opportunities to avail of study support through tutorials prior to submission of their assignment and throughout the safeMedicate online programme.

Students told us that feedback was beneficial and acknowledge the different learning approaches for return to practice students.

Student PAD facilitates continuous feedback regarding clinical progress and competence by the practice supervisor, practice assessor and is supplemented by service user feedback.

VLE for field specific units and learning resources for numeracy support student feedback within these domains.

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

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

Met

R4.5 is met. There is appropriate mapping of the curriculum and practice learning assessment documentation to ensure throughout the programme that students meet the standards of proficiency and programme outcomes for their fields of nursing practice: adult, mental health and children's nursing.

Student practice learning is provided by practice supervisors and practice assessors in accordance with the SSSA (NMC, 2018).

Practice supervisors and assessors articulate that they are supported by the university practice learning advisers and link lecturers in the management of challenging students' throughout their placements.

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

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

Met

R4.6 is met. Documentary evidence confirms that programme content has been mapped to annexes A and B of the standards of proficiency for registered nurses. Communication and interpersonal relationship skills are covered within the programme timetable.

Students told us that the taught knowledge about communication was much more in-depth than that in their original nursing programmes and prepared them more effectively for practice.

Communication and relationship management skills form a core part of the PAD, which is designed to support achievement of these skills, this includes feedback from service users. Students are required to undertake an episode of teaching to demonstrate an understanding of care and provide opportunity for reflection.

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

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

Met

R4.7 is met. Documentary analysis and discussion at the approval event confirm that processes for assessment in theory and practice which confirm proficiency for registration are robust.

The assessment strategy outlined in programme specification and student handbook provide assurance that proficiency is confirmed for entry to the register.

Students must complete the programme and submit all assessment documentation for ratification by the university exam board within the specified time-frame of one year.

Successful completion of all elements required for the programme confirm that students meet the required standard of proficiency and programme outcomes for registration.

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

Yes

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

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

Met

R4.9 is met. Programme content provides assurance that all aspects of professional practice to deliver safe and effective care for students to be admitted to the register.

The PAD and completion of the academic components of assessment confirm students ability to provide safe and effective care in accordance with the NMC code.

Students verbalised that they were facilitated in practice to develop skills to meet all the proficiencies to deliver safe, effective care.

Assurance is provided that Gateway 1: <u>Standards framework for nursing and</u>

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midwifery education relevant to supervision and assessment are met

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: *12 March 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 5: Qualification to be awarded

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

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

R5.2 ensure that the minimum credits/award for a return to practice programme for

nursing associates is at foundation degree level, and

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

Evidence provides assurance that the following requirements are met:

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

Yes

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

No

BU are not presenting the RtP programme for nursing associates for approval.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: *12 March 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

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

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

Nursing / field of nursing	Yes
Midwifery	No
SCPHN	No
Nursing associate	No
Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	Yes
List additional documentation Post approval visit documentary evidence to meet conditions: RtP conditions and response, undated England RtP Nursing PAD APPROVED updated for BU, 5 March 2020 RtP practice placement guide 2020 final, March 2020 RtP proficiency self-assessment document, undated Academic Standards Chairs action request return to nursing practice, 21 April 2020 Return to nursing practice BU admissions agreement, 2 April 2020 RtP (Nursing) Report, 12 March 2020	
If you stated no above, please provide the reason and mitigation The University considers the RtP to be a programme, and there is no separate module descriptor. BU are not delivering the RtP nursing programme for midwifery, specialist community public health nursing and nursing associates.	
Additional comments:	

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

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning Virtual learning environment	No
Educational audit tools/documentation	Yes
Practice learning environments	No

If yes, state where visited/findings:

If you stated no above, please provide the reason and mitigation
Library and technology staff presented at the approval event.

BU is an established AEI and has been approved for pre-registration nursing programmes. Visits to library facilities and practice learning environments were not requirements of the visit. The VLE and Library facilities were presented at the event.

Additional comments: