

Programme approval report

Section one

<p>Programme provider name:</p>	<p>The University of Chester</p>
<p>In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i></p>	<p>Cheshire and Wirral Partnership NHS Foundation Trust</p> <p>Countess of Chester Hospital NHS Foundation Trust</p> <p>Wirral University Teaching Hospital NHS Foundation Trust</p> <p>Wirral Community Health and Care NHS Foundation Trust</p> <p>The Clatterbridge Cancer Centre NHS Foundation Trust</p> <p>East Cheshire NHS Trust</p> <p>North West Boroughs Healthcare NHS Foundation Trust</p> <p>Alder Hey Children's NHS Foundation Trust</p> <p>Bridgewater Community Healthcare NHS Foundation Trust</p> <p>Mid Cheshire Hospitals NHS Foundation Trust</p> <p>The Shrewsbury and Telford Hospital NHS Trust</p> <p>The Robert Jones and Agnes Hunt Orthopaedic Hospital NHS Foundation Trust</p> <p>University Hospitals North Midlands NHS Trust Private, voluntary and independent health care providers</p> <p>Education and social care providers</p>

<p>Programme reviewed:</p>	<p>Return to practice:</p> <p>Nursing:</p> <p>Adult <input checked="" type="checkbox"/></p> <p>Mental health <input checked="" type="checkbox"/></p> <p>Children's <input checked="" type="checkbox"/></p> <p>Learning disabilities <input checked="" type="checkbox"/></p> <p>Midwifery <input type="checkbox"/></p> <p>Nursing Associate <input type="checkbox"/></p> <p>SCPHN <input type="checkbox"/></p> <p>Nursing/SCPHN <input type="checkbox"/></p> <p>Midwifery/SCPHN <input type="checkbox"/></p>
<p>Title of programme:</p>	<p>Return to Practice (Nursing)</p>
<p>Academic levels:</p>	
<p>RtP Nursing Adult</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>RtP Nursing Mental Health</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>

RtP Nursing Children's	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
RtP Nursing Learning Disabilities	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
RtP Midwifery	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
RtP Nursing Associate	<p>England only <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p>
RtP SCPHN	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
RtP Nursing/SCPHN	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
RtP Midwifery/SCPHN	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p>

	SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11										
Date of approval visit:	22 April 2021										
Programme start date: Return to practice: Nursing: Adult Mental health Children's Learning disabilities Midwifery Nursing Associate SCPHN Nursing/SCPHN Midwifery/SCPHN	<table border="1"> <tr><td>27 September 2021</td></tr> <tr><td>27 September 2021</td></tr> <tr><td>27 September 2021</td></tr> <tr><td>27 September 2021</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>	27 September 2021	27 September 2021	27 September 2021	27 September 2021						
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QA visitor(s):	Registrant Visitor: Jill Barnes										

Section two

Summary of review and findings

The faculty of health and social care (the faculty) at the University of Chester (UoC), an approved education institution (AEI), present for approval the return to practice (RtP) nursing programme with adult, children's, mental health and learning disabilities routes. It's a 20-credit academic level six programme studied over a period of three to 12 months, and has between 150 and 450 hours of practice learning. The programme is delivered part-time twice a year in September and February.

Documentary evidence confirms that the programme has been mapped to the Standards for RtP programmes (SRtPP) (NMC, 2019) and the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018).

Programme documentation and discussion during the approval visit confirm that there's evidence of effective partnership working and governance between the faculty, students, practice learning partners (PLPs) and service users and carers (SUCs) at an operational level.

There's evidence of strategic partnership working with the north west practice education group (NWPEG) and the west Midlands RtP group. UoC worked collaboratively with 18 AEIs, PLPs, SUCs and students in the development of the England RtP practice assessment document (PAD) and the ongoing achievement record (OAR) that's used to evidence how the FN:SPRN is met.

Documentary evidence and discussion at the approval visit confirm there's evidence of systems for partnership working to monitor and manage any risks to practice learning. These include fitness to practise, escalation of concerns policies and procedures and issues arising from the Care Quality Commission (CQC) quality reviews that impact on practice learning environments. Issues raised in CQC quality reports required the attention of UoC and the associated PLPs to assure the quality of student placements. There's a triangulated approach including continuous monitoring of student experience. The senior faculty management team confirm that action plans have been developed in collaboration with senior PLPs and are monitored through strategic quarterly review meetings. There's evidence of a collaborative approach to manage and mitigate any risks to student learning. Documentary evidence and discussion at the approval visit

confirm that UoC and PLPs are working in partnership to ensure student learning remains safe.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The approval visit is undertaken remotely during the COVID-19 pandemic.

The programme is recommended for approval to the NMC.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

- Programme is recommended to the NMC for approval
- Programme is recommended for approval subject to specific conditions being met
- Recommended to refuse approval of the programme

Conditions:

Effective partnership working: collaboration, culture, communication and resources:

None identified.

Selection, admission and progression:

None identified.

Practice learning:

None identified.

Assessment, fitness for practice and award:

None identified.

Education governance: management and quality assurance:

None identified.

Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	<p>To monitor the workload of the programme leader and its reliance on visiting lecturers to support the RtP programme in order to mitigate risk. (University recommendation)</p> <p>To monitor use of pre-registration teaching sessions and materials to ensure they continue to meet the needs of RtP students. (University recommendation)</p>
Focused areas for future monitoring:	<p>To monitor SUC involvement in selection interviews and programme delivery.</p> <p>To monitor the use of SUC feedback as part of the requirement of the England RtP PAD.</p>

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: N/A	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	N/A

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p>Standards for return to practice programmes (NMC, 2019)</p> <p>Return to practice standards (NMC, 2019)</p> <p>Future nurse: Standards of proficiency for registered nurses (NMC, 2018)</p> <p>Standards for competence for registered midwives (NMC, 2009)</p> <p>The Future midwife: Standards of proficiency for registered midwives (NMC, 2019)</p> <p>Standards of proficiency for nursing associates (NMC, 2018)</p> <p>Standards of proficiency for specialist community public health nurses (NMC, 2004)</p> <p>Standards for specialist education and practice (NMC, 2001)</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standards for student supervision and assessment (NMC, 2018)</p> <p>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018)</p> <p>Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020)</p> <p>QA Handbook (NMC, 2020)</p>

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>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</p> <p>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</p>

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

There's evidence of partnership working between UoC, PLPs, SUCs and students. The programme team tell us that UoC works collaboratively with three AEIs who share practice learning environments for student placements.

Documentary analysis and the approval visit confirm that students, SUCs and PLPs have contributed to the development of the programme. SUCs and students give examples of how their feedback and suggestions have been used to inform the programme.

Members of the faculty senior management team tell us about the strategic partnership arrangements and regional placement meetings chaired by the UoC director of practice learning. PLPs, directors of nursing and clinical commissioning group leads attend the quarterly placement meetings to review regional placement capacity and any risks to practice learning.

Documentary evidence and the approval visit confirm that there's partnership working arrangements with NWPEG and the Cheshire and Mersey curriculum and validation group. The core business of NWPEG is to quality assure and enhance the student practice learning experience. The group has oversight of and co-ordinates the continuing implementation of the SSSA. The group has developed SSSA preparation programmes for practice supervisors and practice assessors and the resources to support practice supervisor and practice assessor roles.

PLPs tell us that they work collaboratively with the programme team in the delivery of preparation programmes and the ongoing support of practice supervisors and practice assessors. They report that they feel well supported by the programme team. They tell us that, in addition to regular meetings with students in placement, there's dedicated practice education facilitator (PEF) email support which students can use if they need additional support during placement. They tell us that they deliver an induction programme prior to students starting their placement. Students are positive about the support that practice supervisors, practice assessors, PEFs and the programme team provide. They tell us how they're able to access wider UoC support systems.

There's documentary evidence of SUC involvement in recruitment and selection, interviews, curriculum development, delivery and feedback in practice. The UoC work with the SUC organisation Focus on Involvement. Documentary evidence and discussion at the approval visit confirm that SUCs engage with students during online reflective practice sessions and simulation activities. SUCs tell us about their involvement in interviewing and how they develop questions for applicant interviews. They tell us that they've had preparation for interviewing, including equality and diversity training. Students confirm that there's SUC involvement using scenarios in the classroom. SUCs participate in teaching sessions and tell us that they've made video clips of their experiences for use in reflective discussion sessions. The programme team confirm that this is part of the core content of the programme. SUCs tell us that when they're delivering teaching

sessions, a member of the programme team is present for support. They tell us that they feel very well supported by the staff at UoC and feel listened to and that their voice is valued. PLPs tell us that the feedback SUCs provide on student performance using proformas in the RtP PAD will increase the current level of SUC feedback.

The programme team tell us the hub and spoke placement allocations provide opportunities for inter-professional learning. Students learn in partnership with medical students, social work students and a variety of other student groups, for example during simulation activities.

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. Documentary evidence and the approval visit confirm that the programme considers students' previous knowledge and skills in relation to the FN:SPRN and SRtPP. The programme is delivered over a period of three to 12 months with 150 to 450 hours of practice learning. The length of the programme is based on individual student self-assessment of their learning needs and proficiency assessment. Self-assessment is mapped to the programme outcomes, FN:SPRN and SRtPP, and considers students' prior learning and experience.

Students provide evidence for the proficiencies they determine they've achieved during previous practice. Practice assessors and academic assessors review student self-assessments to determine the appropriateness of these and how students can be supported. The programme team tell us that this assessment, combined with consideration of a student's registration history, is discussed with the field specific pathway leader and an appropriate length of the programme agreed.

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. Documentary evidence and the approval visit confirm that programme content addresses the development of numeracy, literacy, digital and technological literacy. Core content includes study skills sessions addressing academic writing, literature searching and the use of technology to support learning. Students can access additional support that includes study skills online learning packages. The UoC study skills team provide further support including for example facilitating development with numeracy skills.

The programme team tell us that students complete the Jisc digital capabilities assessment to inform their needs assessment for digital capabilities. The UoC has a bi-annual digital skills week that students can access as part of the programme content. The development of numeracy skills is assessed in the RtP PAD as part of a medication episode of care assessment and includes the assessment of medication calculations.

The RtP PAD requires students to demonstrate how they meet the proficiencies relating to numeracy, literacy and digital and technological literacy throughout the duration of the programme. Students tell us that they access the UoC virtual learning environment and use clinicalskills.net packages to update existing skills and develop new skills. They tell us that they can access a wide range of help and support from the programme team and wider UoC student services to help them with essay writing, numeracy and technology skills.

The programme team tell us that, for students who experience digital poverty, there's a UoC fund to support them, for example to borrow laptops from the library.

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.

Documentary evidence confirms that existing students won't transfer to the proposed programme. It's expected that students will have successfully completed the current programme.

Proposed transfer of current students to the Standards for student supervision and assessment (SSSA) (NMC, 2018).	
From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.	
Documentary evidence and discussions with PLPs confirm that students are being supervised and assessed in line with the SSSA. A major modification to implement the SSSA was approved by the NMC on 23 October 2019.	
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met	
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 22 April 2021	
Post event review	
Identify how the condition(s) is met	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
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

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

Yes No N/A

RtP midwifery isn't presented for approval.

Specialist community and public health nurses (SCPHNs)

Yes No N/A

RtP SCPHN isn't presented for approval.

Nursing associates

Yes No N/A

RtP nursing associate isn't presented for approval.

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. Documentary evidence and the approval visit confirm that the programme is designed to be flexible to enable students to identify and meet their learning needs in order to demonstrate achievement of the FN:SPRN.

Programme plans and discussion with students confirm that they undertake practice placements in their field of practice. Students are supported by field specific tutors who act as academic assessors. Students access both generic and field specific learning to meet their identified learning needs.

The programme team tell us that simulations and scenarios reflect all client groups. There's a practice learning hub and spoke model that provides students with a range of opportunities to gain experience of nursing care within their intended field of practice. Hub and spoke placements offer opportunities for cross field learning experiences. Students tell us that there's a range of hub and spoke experiences. They describe examples of learning in primary and secondary care settings and with a range of health and social care professionals.

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 programme 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

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

Yes No N/A

RtP midwifery isn't presented for approval.

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

RtP SCPHN isn't presented for approval.

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

Yes No N/A

RtP nursing associate isn't presented for approval.

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

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

MET **NOT MET** **N/A**

R2.7 is met. Documentary evidence and the approval visit confirm that there's core programme content. Students have the opportunity to access additional negotiated content based on their identified learning needs. The content confirms that students can demonstrate that they've achieved the FN:SPRN and the programme learning outcomes for their intended field of practice.

Negotiated content is accessed in the pre-registration nursing programme. Students have access to the pre-registration nursing programme learning materials and can attend relevant synchronous live sessions. Field specific pathway leaders meet with students individually to review their identified learning needs, and to ensure they have access to the content necessary to meet the programme outcomes for their field of nursing practice.

Core content is detailed in the programme descriptor and includes mandatory skills, safeguarding, pharmacology, medicines management, numeracy, literacy, digital and technological literacy. The development of the skills in annexe A and B of the FN:SPRN are clearly detailed in the programme documentation. Content theory is directly mapped and applied to practice learning and relates directly to the proficiencies identified in the RtP PAD.

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**

R2.8 is met. There's documentary evidence of mapping of the programme content and outcomes to the FN:SPRN. The programme descriptor identifies core general and professional content. The UoC learner needs assessment and action plan is

used to determine any remaining content required. The programme team tell us that this assessment and action plan requires students to produce evidence of previous knowledge and proficiencies relating to general and professional content. Student action plans detail the additional content required to meet the FN:SPRN and programme outcomes.

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

MET **NOT MET** **N/A**

RtP midwifery isn't presented for approval.

Specialist community and public health nurses (SCPHNs)

MET **NOT MET** **N/A**

RtP SCPHN isn't presented for approval.

Nursing associates

MET **NOT MET** **N/A**

RtP nursing associate isn't presented for approval.

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. Documentary evidence and students confirm that there's specific content relating to safeguarding, consent, pharmacology, medicines administration and optimisation. They're required to complete the core skills training framework which includes adult and child safeguarding.

The programme team tell us that students undertake a preparing to prescribe online learning package. This provides the support required to enable students to progress towards the completion of a future prescribing qualification. The RtP PAD requires students to demonstrate engagement in a medicines management episode of care. This further supports preparation for the safe administration of medicines assessment that's evidenced in the RtP PAD.

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. Programme documentation details the learning and teaching strategy, which clearly demonstrates that a wide variety of learning and teaching methods are used throughout the programme. There's evidence of a blended approach that includes synchronous online and face to face sessions and a variety of asynchronous learning. These include lectures, scenario-based learning, tutorials, SUC led reflection sessions, practice-based simulation and skills acquisition sessions, directed study and specific online learning packages. Students tell us that there's a number of ways they undertake their learning, and the flexibility of the programme is helpful in balancing other commitments.

Documentary evidence confirms that UoC have a simulation strategy and simulation and skills policy. A faculty co-ordinator for skills and simulation supports programme teams to embed simulation and skills across programmes. The programme team describe how they've adapted some on-campus simulation sessions to be delivered as virtual simulation sessions. They tell us that students have provided positive feedback on this development.

The programme team tell us that students have a range of clinical skills and immersive simulation sessions. They tell us that they support students who require additional sessions to meet the skills in annexe A and B. Simulation sessions include the use of SUCs and simulated patient actors. The SUC representatives tell us that they've been involved in simulation and teaching sessions.

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 programme specification confirms that the length of the programme is between three and 12 months to meet the varying needs of students. There's a requirement of 150 to 450 hours of placement. The length of the programme is based on previous experience and is agreed between students and field specific pathway leaders who undertake the academic assessor role. The programme team tell us that the final confirmation of achievement of the programme outcomes is assessed by practice assessors, in agreement with academic assessors. If necessary, the duration of an individual student's programme can be extended to support them to meet the programme outcomes.

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**

Date: 22 April 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s):

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

R3.1 provide practice learning opportunities that confirm students can deliver safe and effective care in their intended area of practice to a diverse range of people
MET NOT MET

R3.1 is met. Documentary evidence confirms that field specific pathway leaders, in collaboration with students and the practice learning support office (PLSO), agree the placement experiences. Sample placement plans confirm that there's a variety of practice learning experiences that enable students to care for a diverse range of people related to their intended field of practice.

The programme team tell us that spoke placements enable students to meet specific learning outcomes that they may not be able to achieve in their main hub placement. Students tell us about the range of spoke learning opportunities they have in addition to their main hub placement. They tell us about experiences in community and acute settings, shadowing specialist nurses and other professionals. Students describe examples of spoke experiences where there are opportunities to care for different client groups.

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

MET NOT MET

R3.2 is met. Documentary evidence confirms that the RtP PAD is mapped to the FN:SPRN. Communication and relationship management skills and procedures are identified in the RtP PAD. The programme team tell us that the hub and spoke model for practice learning enables opportunities for students to meet these skills

and procedures. They confirm that students have the opportunity to practice a range of skills through simulation and reflective SUC discussions that focus on the development of effective communication skills.

The programme team tell us that the achievement in practice of the communication and relationship management skills and procedures is determined by practice assessors and undertaken in hub placements that reflect students' intended area of practices.

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. Documentary evidence and the programme team confirm that field specific pathway leaders work with the PLSO to ensure that students' allocated practice learning placement is appropriate to their intended area of practice. PLPs tell us that hub and spoke placements enable students to have a wider experience to understand the holistic needs of a range of people. Students tell us that they have wide learning experiences during practice learning and have opportunity to achieve the practice outcomes.

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

MET **NOT MET**

R3.4 is met. Documentary evidence confirms that UoC has invested in an upgrade of its simulation suites. There's a simulation co-ordinator to support programme teams to embed simulation as an effective teaching and learning strategy. SUCs tell us about their involvement in simulation and providing feedback to students in relation to their communication skills. The programme team tell us that students have clinical skills and immersive simulation sessions. They have access to clinicalskills.net and a 'preparing to prescribe' online learning package. Students tell us that simulation sessions help them to regain their confidence and learn new skills. They confirm that the use of online clinical skills packages is useful in revisiting skills and refreshing their knowledge of different procedures.

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

MET **NOT MET**

R3.5 is met. Documentary evidence confirms that UoC has a process in place for supporting students with specific learning needs and disabilities. The UoC disability and inclusion team ensure that students who have disclosed a disability can access the most appropriate development or support opportunities. Students have a reasonable adjustment plan. If reasonable adjustments are required in the practice learning environment, field specific pathway leaders meet with students and relevant PLPs to discuss adjustments and agree placement suitability.

The RtP PAD provides students with guidance on how to alert practice supervisors and practice assessors to their reasonable adjustment needs. PLPs tell us that they discuss any additional support students may need during the induction to the practice learning environment. Students tell us that they feel well supported during theory and practice, and describe examples of how students who needed reasonable adjustments received the additional support they needed.

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: 22 April 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s):

N/A

Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
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 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

- R4.1 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. Documentary evidence confirms that UoC is a member of the NWPEG and are part of a regional group with other AEIs who share practice learning environments. The group are a collaboration of AEIs and PLPs with a

remit to enhance the practice learning experience and facilitate a positive learning experience for students.

The senior faculty management team tell us about the strategic partnership arrangements and the regional placement meetings chaired by the UoC director of practice learning. These are attended by PLP directors of nursing and clinical commissioning group leads. Held quarterly, the meetings review regional placement capacity and any risks to student practice learning.

The programme team tell us that the PLSO monitor external review reports including any CQC quality reports. If an outcome of a review impacts on the practice learning environment and student learning, the director of practice learning is informed and appropriate action is taken. This may include the reallocation of students to a different practice learning environment and exception reporting.

Documentary analysis provides evidence that practice learning environments are subject to educational audit. Audits determine the suitability of the practice learning environment to support student learning. As part of the process, student experiences are evaluated using an online practice assessment record evaluation system. Students tell us that they evaluate practice placements. The evaluations are reviewed by the PLSO and any areas of concern are reported to named academic links in the practice learning environment.

The student practice learning support handbook details a number of processes and support systems for students to access during practice learning. Information about raising and escalating concerns, supernumerary status and gaining consent from SUCs is detailed in the handbook. UoC has a raising concern in practice placement policy with clear guidance of how to raise a concern. Students tell us that they are informed about how to raise a concern by the programme team at the start of the programme and by PLPs during placement induction. Students tell us that they have not needed to raise any concerns. PLPs tell us that supporting students who raise concerns is discussed as part of the preparation programmes for practice supervisors and practice assessors. They tell us that they discuss raising concerns with students at the start of each practice learning placement experience.

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. Documentary evidence confirms that practice supervisor, practice assessor and academic assessor roles have been implemented in line with the SSSA. The programme team and PLPs tell us that they are part of the NWPEG, who work collaboratively to support the introduction and implementation of the SSSA. NWPEG have developed shared materials for SSSA preparation programmes and for the roles and the associated practice handbooks. UoC has a practice learning committee chaired by the director of practice learning; the committee oversee compliance with the SSSA.

Documentary evidence details a comprehensive preparation programme for practice supervisors and practice assessors, with clear learning outcomes and supporting materials. The UoC has a detailed preparation programme for academic assessors. Field specific pathway leaders undertake the academic assessor role. The senior faculty team tell us that time for the academic assessor role is allocated within the academic workload model.

The roles of practice supervisors, practice assessors and academic assessors are fully evidenced in the student practice learning support handbook and student programme handbook. Students and PLPs demonstrate a good understanding of the SSSA roles. Students tell us that they are well supported by practice supervisors and practice assessors.

Programme documentation, the programme team and PLPs confirm that tripartite meetings with practice assessors, academic assessors and students are held at the start of the practice placement. During the meeting, student self-assessment of their learning and previous achievement of proficiency are discussed and agreed. Progression towards achievement of the FN:SPRN and programme outcomes are reviewed at a mid-point by practice assessors. Academic assessors attend if there's indication of a requirement for an action plan for areas of improvement. A further tripartite meeting is held at the end of the placement when practice assessors confirm achievement of the programme outcomes and the FN:SPRN in agreement with academic assessors.

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 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 **NOT MET**

R4.4 is met. Documentary evidence confirms that students receive feedback during the programme. The UoC feedback and drafts policy identifies that feedback and feedforward is provided within four weeks of a summative assessment. There's also a requirement to provide formative feedback.

Student learning needs and action plans are reviewed at a mid-point in the programme and feedback is provided on their progress. The RtP PAD confirms that there's a requirement for an interim formative review of the practice learning experience, and feedback is provided by practice supervisors, practice assessors and SUCs. Students tell us that they receive feedback on their academic work and that they can submit and receive formative feedback on a diagnostic essay at the start of the programme. They tell us that they receive good feedback from practice supervisors and from other staff they work with during practice learning.

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. Documentary evidence demonstrates clear mapping of the programme learning outcomes, the RtP PAD and the student learning plan to the FN:SPRN and the SRtPP. Practice placement plans include a wide range of experiences to maximise opportunities to achieve the proficiencies.

There's a rubric in the RtP PAD that details the level of knowledge and expertise students need to demonstrate to meet the required standards of proficiency. UoC quality processes confirm that appropriately qualified external examiners are involved in the moderation of the practice assessment to ensure consistency between practice supervisors and practice assessors.

The programme team tell us that student learning plans are used to direct the learning that students require to meet the requirements of the programme and the proficiencies. The assessment of proficiencies is undertaken by practice assessors and agreed in collaboration with academic assessors.

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

MET **NOT MET**

R4.6 is met. Documentary evidence confirms that the communication and relationship management skills and procedures are mapped to the programme learning outcomes, the RtP PAD and student learning plans. The programme team tell us that the use of reflective discussions and simulation activities support students to meet these skills and procedures. Students tell us that simulation and skills sessions help them to develop confidence in performing new procedures.

The RtP PAD has a number of assessments that include episodes of care, medicines management and assessment of the proficiencies that reflect the communication, relationship management skills and nursing procedures. The RtP PAD requirements confirm that all the communication and relationship management skills and procedures are assessed.

PLPs tell us that spoke placements provide opportunities for students to access learning relating to certain procedures. Students tell us that they have the opportunity to practice procedures in simulation sessions that prepare them for practice.

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. Documentary evidence confirms that the FN:SPRN is mapped to the RtP PAD and the programme learning outcomes. PLPs tell us that the hub and spoke model provides experiences in varied practice learning environments to ensure students have access to learning that enables them to achieve the FN:SPRN.

The programme team and PLPs tell us that tripartite meetings are undertaken with students, practice assessors and academic assessors to discuss and confirm student achievement. Practice assessors make the final confirmation of proficiency at the end of the programme. Academic assessors confirm and document in the RtP PAD that all elements of the programme have been successfully completed. The final confirmation of achievement is provided to the programme leader and the UoC examination board. Programme documentation confirms that there's a requirement for all elements to be achieved to successfully complete the programme.

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 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 NOT MET

R4.9 is met. Documentary evidence confirms that the programme leader is responsible for recording the final confirmation that students have met the FN:SPRN and SRtPP, and are safe and effective practitioners who are suitable to be readmitted to the register. Academic assessors confirm to the programme leader that students have achieved the required proficiencies following the final review in practice and a final review of the student action plan.

Students are required to confirm in writing to the programme leader that there have been no changes to their good health and good character status during the programme. If there are changes during the programme these are risk assessed through occupational health or the UoC fitness to practise and professional suitability procedures.

Students tell us that they're fully aware of the need to inform academic assessors and the programme leader if there are any changes to their health or character during the programme.

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: 22 April 2021

Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 5: Qualification or credits to be awarded and information on NMC registration
Approved education institutions, together with practice learning partners, must:
<p>R5.1 ensure that the minimum credits/award for a return to practice programme for nurses and midwives is at bachelor's degree level</p> <p>R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and</p> <p>R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register.</p>
Findings against the standards and requirements
Evidence provides assurance that the following requirements are met:
<p>R5.1 ensure that the minimum credits/award for a return to practice programme for nurses and midwives is at bachelor's degree level</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/></p> <p>R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p> <p>RtP nursing associate isn't presented for approval.</p>

R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register.		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome			
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 22 April 2021			
Post event review			
Identify how the condition(s) is met:			
N/A			
Date condition(s) met:			
N/A			
Revised outcome after condition(s) met:		MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme descriptors Please specify route: Nursing / field of nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student facing documentation including programme handbook Please specify route: Nursing / field of nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation (PAD) Please indicate which Standards of proficiency/competencies the PAD relates to: Nursing / field of nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Practice placement handbook: Please specify route: Nursing / field of nursing Adult Mental Health Children's Learning disabilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PAD linked to competence outcomes, and mapped against Standards for return to practice programmes (NMC, 2019) for each route: Nursing / field of nursing Adult Mental Health Children's Learning disabilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the Standards for return to practice programmes (NMC, 2019) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Programme lead: Nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: RtP routes for midwifery, SCPHN and nursing associate aren't proposed for approval.		
List additional documentation: CQC quality report, Aintree University Hospital NHS Foundation Trust, 26 September 2019 CQC quality report, Evergreen Lodge, 28 October 2020 CQC quality report, Mersey Care NHS Foundation Trust, 5 April 2019 CQC quality report, Shrewsbury and Telford Hospital NHS Trust, 8 April 2020.		
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: RtP, adult, February 2020 x one RtP, adult, September 2020 x one		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
If you stated no above, please provide the reason and mitigation: This is an established AEI and visits to facilities weren't required.		
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):	Jill Barnes	Date:	29 April 2021
Checked by:	Bernadette Martin	Date:	3 May 2021
Submitted by:	Amy Young	Date:	29 June 2021

Approved by:	Emiko Hughes	Date:	29 June 2021
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