

**Programme approval report**

**Section one**

<b>Programme provider name:</b>	University of Northampton
<b>Programme reviewed:</b>	<b>Return to practice:</b>  <b>Nursing:</b> Adult <input checked="" type="checkbox"/> Mental health <input checked="" type="checkbox"/> Children's <input checked="" type="checkbox"/> Learning disabilities <input checked="" type="checkbox"/>  <b>Midwifery</b> <input type="checkbox"/>  <b>Nursing Associate</b> <input type="checkbox"/>  <b>SCPHN</b> <input checked="" type="checkbox"/>  <b>Nursing/SCPHN</b> <input checked="" type="checkbox"/>  <b>Midwifery/SCPHN</b> <input type="checkbox"/>
<b>Title of programme:</b>	Return to Nursing Practice  Return to Practice Specialist Community Public Health Nurses
<b>Academic levels:</b>	
RtP Nursing Adult	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
RtP Nursing Mental Health	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF

	<input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
RtP Nursing Children's	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
RtP Nursing Learning Disabilities	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
RtP Midwifery	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
RtP Nursing Associate	England only <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7
RtP SCPHN	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
RtP Nursing/SCPHN	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
RtP Midwifery/SCPHN	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
<b>Date of approval visit:</b>	29 September 2021

<p><b>Programme start date:</b></p> <p><b>Return to practice:</b></p> <p><b>Nursing:</b> Adult Mental health Children's Learning disabilities</p> <p><b>Midwifery</b></p> <p><b>Nursing Associate</b></p> <p><b>SCPHN</b></p> <p><b>Nursing/SCPHN</b></p> <p><b>Midwifery/SCPHN</b></p>	<table border="1"> <tr> <td data-bbox="826 663 1385 696">8 February 2022</td> </tr> <tr> <td data-bbox="826 703 1385 736">8 February 2022</td> </tr> <tr> <td data-bbox="826 743 1385 777">8 February 2022</td> </tr> <tr> <td data-bbox="826 784 1385 817">8 February 2022</td> </tr> <tr> <td data-bbox="826 846 1385 880"></td> </tr> <tr> <td data-bbox="826 925 1385 958"></td> </tr> <tr> <td data-bbox="826 1003 1385 1037">8 February 2022</td> </tr> <tr> <td data-bbox="826 1081 1385 1115">8 February 2022</td> </tr> <tr> <td data-bbox="826 1160 1385 1193"></td> </tr> </table>	8 February 2022	8 February 2022	8 February 2022	8 February 2022			8 February 2022	8 February 2022	
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<p><b>QA visitor(s):</b></p>	<p>Registrant Visitor: Joanna Dunn</p>									

## Section two

### Summary of review and findings

The University of Northampton (UON) is an approved education institution (AEI). UON faculty of health, education and society (the faculty) present programme documentation for approval of a return to practice (RtP) programme with routes in adult, children's, learning disabilities and mental health nursing and specialist community public health nursing (SCPHN). A further route enables students to return to, or remain on, both nursing and SCPHN parts of the Nursing and Midwifery Council (NMC) register.

The UON is an established provider of nursing associate, pre-registration nursing (adult, children's, learning disabilities and mental health fields), midwifery, SCPHN, prescribing, test of competence as well as RtP. The UON present the programme for approval against the Standards for RtP programmes (SRtPP) (NMC, 2019), Future Nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018) and the Standards of proficiency for SCPHN (SPSCPHN) (NMC, 2004).

The programme approval visit is conducted remotely due to COVID-19.

The UON has established and robust partnerships with practice learning partners (PLPs) who support the RtP programme across all routes. Documentary evidence and discussions at the approval visit confirm that there are effective partnerships between the UON and PLPs at both a strategic and operational level. The UON and PLPs have established quality assurance mechanisms with a collaborative approach. A nursing cabinet meets monthly with directors of nursing and senior UON representatives, and there are bimonthly quality audit meetings between PLPs and the UON.

PLPs and service users and carers (SUCs) confirm that they've been involved in the consultation on the new RtP programme, and PLPs are complimentary about the effective liaison and communication between them and the programme team.

The programme is delivered with a two-week induction and monthly study days and is undertaken on a part-time basis over approximately four months for those returning to nursing routes. For applicants returning to nursing and SCPHN the programme is delivered over a period up to six months. The assessment of practice for the nursing routes is via the all-England practice assessment document (PAD) for RtP. This PAD has previously been approved. SCPHN

students are assessed in practice via the all-England PAD that the UON have amended to include SCPHN proficiencies. This is being presented for approval at this visit and is subject to a condition to ensure it's appropriate for SCPHN students.

The proposed programme start date is 8 February 2022 with three cohorts a year in September, February and May.

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

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

The programme is recommended for approval to the NMC subject to four NMC conditions. One condition applies to the programme and therefore both routes. Two conditions apply independently to the nursing and SCPHN routes. One condition applies solely to the SCPHN route. There's one university condition and one university recommendation.

Updated 23 November 2021:

Evidence is provided to meet the NMC conditions. UON have confirmed that the university condition is met.

The programme is recommended to the NMC for approval.

**Recommended outcome of the approval panel**

**Recommended outcome to the NMC:**

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

**Conditions:**

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

	<p>None identified.</p> <p><b>Selection, admission and progression:</b></p> <p>Condition two: Revise all documentation to state routes within the RtP programme for nurses to be admitted to, or remain on the register, in one or more of the specific fields of nursing practice: adult, children’s, learning disabilities and mental health nursing. (SRtPP R2.6.1) (nursing routes)</p> <p>Condition two: Revise all documentation to clarify entry criteria and routes within the RtP programme for SCPHNs. (SRtPP R2.6.1, R2.6.3) (SCPHN route)</p> <p><b>Practice learning:</b></p> <p>Condition five: Revise all programme documentation to make explicit the hours in practice and length of programme. (University condition) (nursing and SCPHN routes)</p> <p>Condition four: Revise the SCPHN PAD to ensure it’s relevant for SCPHN students and that it assesses students to confirm proficiency in SCPHN. (SRtPP R4.7, R4.8) (SCPHN route)</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>Condition one: Revise module specifications and all associated documentation to clarify that both theory and practice must be passed to pass the programme. (SFNME R5.16; SRtPP R4.1) (nursing and SCPHN routes)</p> <p>Condition three: Revise programme learning outcomes, taught content and timetable to ensure they explicitly meet the FN:SPRN, including annexe A and B and programme outcomes for each field of nursing practice. (SRtPP R2.3, R2.4, R2.7, R2.8) (nursing routes)</p>
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	<p>Condition three: Revise programme learning outcomes, taught content and timetable to ensure they explicitly meet the SPSCPHN and programme outcomes for SCPHN. (SRtPP R2.3, R2.4, R2.8) (SCPHN route)</p> <p><b>Education governance: management and quality assurance:</b></p> <p>None identified.</p>
<b>Date condition(s) to be met:</b>	9 November 2021
<b>Recommendations to enhance the programme delivery:</b>	Recommendation one: The programme team are recommended to replace the current hard copy RtP PAD with an RtP e-PAD. (University recommendation)
<b>Focused areas for future monitoring:</b>	None identified.

**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions:**

Revised programme documentation is provided for both the nursing and SCPHN routes. This now clearly demonstrates that theory and practice must be passed to pass the module. The RtP programme routes for nursing and SCPHN are clear, as is the entry criteria for SCPHN. Amended programme documentation clearly indicates that the programme meets the FN:SPRN and SPSCPHN. This includes the SCPHN PAD which is revised to ensure that students are appropriately assessed in the SPSCPHN. Conditions one to four are met for both routes.

The UON confirm that the university condition is met. Condition five is met.

The programme is recommended to the NMC for approval.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	23 November 2021

### Section three

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

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

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

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

**Standard 1: The learning culture:**

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

**Standard 2: Educational governance and quality:**

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

**Standard 3: Student empowerment:**

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

**Standard 4: Educators and assessors:**

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

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

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

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

**Standards for student supervision and assessment** (NMC, 2018)

**Standard 1: Organisation of practice learning:**

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

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

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

**Standard 2: Expectations of practice supervisors:**

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

**Standard 3: Practice supervisors: role and responsibilities:**

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

**Standard 4: Practice supervisors: contribution to assessment and progression:**

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

**Standard 7: Practice assessors: responsibilities:**

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

**Standard 9: Academic assessors: responsibilities:**

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

**Findings against the standard and requirements**

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

We find evidence that the UON is committed to partnership working with all stakeholders, including PLPs, students and SUCs, in the design, development, delivery and evaluation of the programme.

Documentary evidence and discussion at the approval visit confirm there are robust strategic level partnerships between the UON and PLPs with monthly nursing cabinet meetings with local PLPs, capacity steering groups and human resource working groups.

PLPs and SUCs tell us they were involved in the consultation about the new programme. The programme team didn't however include students in the 'creating aligned interactive educational resource opportunities' consultation event and students tell us that they were informed, not consulted, about changes to the programme. Student feedback is collected and responded to via 'you said we did' on the UON integrated learning environment (NILE) site. The programme team tell us that they'll have bi-annual RtP forums to review the programme.

Students tell us that academic and pastoral support is effective and that their individual needs are met during the programme. They tell us that they're listened to and that the programme team are supportive and responsive to their needs. Students confirm that the programme prepares them for practice.

SUCs are utilised across the faculty with a pool of SUCs available to contribute to programmes. They were involved in the consultation on the new RtP programme. SUCs confirm that they've reviewed the recruitment process and interview

questions and there are plans for them to be involved in the interviews. SUCs tell us of their involvement in other programmes in the faculty as well as RtP and that they're well supported and feel listened to in their role. SUCs confirm that they've undertaken training for their role, including equality and diversity training. SUCs contribute to one session on the proposed programme, a service user narrative. SUC feedback on students is collected in practice as part of the PAD.

The UON, in partnership with PLPs, have an established framework for the preparation and support for practice supervisors, practice assessors and academic assessors. This is part of the midlands, Yorkshire, north east and east practice learning group (MYNEEPLG) regional approach to implementation of the SSSA. PLPs tell us that they work closely with the programme team to support RtP students on placement and that they have close and effective links with the team. The support offered is predominately on an individual basis due to the relatively small numbers of students on the programme. The programme team liaise with the clinical placement facilitators to provide information and support. PLPs tell us that SCPHN students are supported in appropriate primary care settings.

Students and PLPs confirm that the supernumerary status of students is ensured on the programme, and PLPs review student evaluations and follow up if issues with supernumerary status are raised. Students tell us of the process to follow if they have concerns or complaints.

The UON are an established AEI with a large provision, and senior staff tell us that the workload for the RtP programme team reflects the additional demands on the academic assessor role and that, should there be an increase in demand for the RtP programme, they can increase staffing levels.

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

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

Student journey through the programme	
<b>Standard 1: Selection, admission and progression</b>	
<b>Approved education institutions, together with practice learning partners, must:</b>	
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 <a href="#">the Code</a>	
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 <a href="#">English language requirements</a>	
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' <a href="#">health and character</a> 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 <a href="#">health and character guidance</a> . 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	

<p>programme</p> <p>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</p> <p>R1.7 support students throughout the programme in updating their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes.</p> <p><b>Note:</b> Education institutions and their practice learning partners may propose to transfer current students onto the new programme to meet the <a href="#">Standards for return to practice programmes</a>. If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.</p>
<p><b>Proposed transfer of current students to the programme under review</b> Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the <a href="#">Standards for return to practice programmes</a> (NMC, 2019).</p>
<p>Proposed transfer of current students to the <a href="#">Standards for student supervision and assessment</a> (NMC, 2018). Demonstrate a robust process to transfer current students onto the <a href="#">Standards for student supervision and assessment</a> (NMC, 2018).</p>
<p><b>Findings against the standard and requirements</b></p>
<p><b>Evidence provides assurance that the following requirements are met:</b></p> <p>R1.1 confirm on entry to the programme that students are, or were, registered with the NMC YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>R1.2 confirm on entry to the programme that students:</p> <p>R1.2.1 demonstrate values in accordance with <a href="#">the Code</a> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>R1.2.2 have capability to behave in accordance with the Code YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>R1.2.3 have capability to update numeracy skills required to meet programme</p>

outcomes	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.2.4 can demonstrate they meet NMC <a href="#">English language requirements</a>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.2.5 have capability in literacy to meet programme outcomes	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.2.6 have capability for digital and technological literacy to meet programme outcomes	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.3 ensure students' <a href="#">health and character</a> 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 <a href="#">health and character guidance</a> . This includes facilitating satisfactory and timely occupational health assessment and criminal record checks.	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met</b>		
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 <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>

R1.6 is met. Documentary evidence and discussion at the approval visit provide assurance that a student's prior learning and experience are considered to determine the plans for practice learning. This process starts at the application stage with later group discussions during programme induction, and is formalised in the self-assessment and development tool in the RtP PAD. At the start of placement there's a tripartite meeting with the student, practice assessor and academic assessor where existing knowledge, skills and attributes are discussed, to determine placement plans. This includes the type of experience required, proficiencies to achieve and hours required in practice. Students tell us that their placement experience and hours are individualised.

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. Support for updating in these areas starts as students apply for the programme, with access to the online NILE site to prepare them for returning to practice. This includes numeracy input and academic writing.

In line with the university's integrated learning strategy, the RtP team adopt a 'super supportive' approach. Personal tutors provide individual support and formative feedback on academic and digital literacy. The library includes 20 percent print and 80 percent online resources. Students are supported to use electronic resources in both a timetabled session and via individual one to one library support. Numeracy support is available through workbooks on the online NILE site and online medication formative assessments.

Additional support for all students is available through the university professional services team, and focused support is available via the 'additional student support and inclusion services team' for those with additional learning needs or requirements. Students tell us that they receive good, personalised support from the university, including the programme team and library staff.

### **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.**



Discussions with the programme team confirm that they won't be transferring existing students onto the proposed programme.

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

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

Discussions with the programme team confirm that current students have already transferred to SSSA.

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

YES  NO

**Outcome**

**Is the standard met?**

MET  NOT MET

**Date:** 29 September 2021

**Post event review**

**Identify how the condition(s) is met**

N/A

**Date condition(s) met:**

N/A

**Revised outcome after condition(s) met:**

MET  NOT MET

N/A

**Standard 2: Curriculum**

**Approved educations institutions, together with practice learning partners, must:**

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

**Findings against the standard and requirements**

**Evidence provides assurance that the following requirements are met:**

- R2.1 ensure programmes comply with the NMC [Standards framework for nursing and midwifery education](#)

YES  NO

R2.2 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

R2.3 is not met for nursing routes. The programme learning outcomes are generic, with the same programme outcomes for both the RtP nursing and RtP SCPHN routes. As the programme learning outcomes don't reflect the FN:SPRN a condition is applied. (Condition three)

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

YES  NO  N/A

The UON aren't seeking approval of this route.

Specialist community and public health nurses (SCPHNs)

YES  NO  N/A

R2.3 is not met for SCPHN routes. The programme learning outcomes are generic with the same programme outcomes for both the RtP nursing and RtP SCPHN routes. As the programme learning outcomes don't reflect the SPSCPHN a condition is applied. (Condition three)

Nursing associates

YES  NO  N/A

The UON aren't seeking approval of this route.

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

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

MET  NOT MET

R2.4 is not met for all routes. The programme team confirm at the visit that the programme is designed to support students to return to nursing and/or SCPHN. Students tell us that the programme, with individual support in practice and from academic staff, prepares them to return to practice. PLPs tell us that they feel the programme prepares students for practice.

Programme documentation doesn't however provide evidence that the programme supports students to meet the FN:SPRN or SPSCPHN and return to their intended area of practice. The programme timetable doesn't relate to the FN:SPRN, annexe A and B or SCPHN practice. While the programme includes personal tutor support from route specific staff, the timetable doesn't include specific input to prepare students to return to their intended area of practice. A condition is therefore applied. (Condition three)

**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

R2.6.1 is not met for nursing routes including nursing/SCPHN. The programme team tell us that the programme supports nurses from all four fields of nursing practice, however the programme documentation doesn't state the fields of nursing practice that are available. A condition is therefore applied. (Condition two)

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

YES  NO  N/A

The UON aren't seeking approval of this route.

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

R2.6.3 is not met for SCPHN routes. The programme team confirm that the programme supports students to return to nursing and/or return to SCPHN. However, the programme documentation doesn't clearly state that these routes are available. The documentation also doesn't state that the programme doesn't support applicants who need to return to midwifery as well as SCPHN. A condition is therefore applied. (Condition two)

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

YES  NO  N/A

The UON aren't seeking approval of this 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.**

R2.7 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 not met for nursing routes. The programme team tell us that students from each route of nursing will receive field specific input from their personal tutor. Students tell us that their personal tutor helps them relate theory to practice. The programme documentation doesn't however set out specific content to meet the programme outcomes for each field of nursing practice and the timetable doesn't include field specific content. A condition is therefore applied. (Condition three)

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 not met for nursing routes. While students confirm that field specific input is provided from their personal tutor and practice experience, discussion at the visit

indicates that there's a lack of clarity within the programme team regarding the FN:SPRN. The programme documentation doesn't set out the content required to meet the FN:SPRN including annexe A and B. The timetable provided for the proposed programme hasn't changed from the current programme and doesn't reflect the FN:SPRN. A condition is therefore applied. (Condition three)

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

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

The UON aren't seeking approval of this route.

Specialist community and public health nurses (SCPHNs)

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

R2.8 is not met for SCPHN routes. The programme team confirm that SCPHN students have specific input from their personal tutor and practice experience. The programme documentation doesn't however reflect the content required to meet the SPSCPHN. The timetable provided for the proposed programme hasn't changed from the current programme and doesn't reflect the SPSCPHN. A condition is therefore applied. (Condition three)

Nursing associates

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

The UON aren't seeking approval of this route.

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

**MET**  **NOT MET**

R2.9 is met. Programme documentation confirms that safeguarding, consent, pharmacology and medicines administration and optimisation is included in the programme content. There are resources provided on the online NILE module site that supplement the facilitated sessions.

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. Evidence in the programme handbook and timetable and discussions with the programme team, students and PLPs, confirm the use of a range of learning and teaching strategies to deliver the programme. These include workbooks, online independent learning, online facilitated learning and face to face clinical skills. Students tell us that the programme is delivered online apart from face to face mandatory skills sessions and that this works well and is their preferred method of learning. Evidence in the proposed timetable for the new programme confirm a mix of face to face and e-learning delivery. The timetable confirms that e-learning is used effectively and proportionately to support learning and assessment.

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 documentation and discussion with the programme team confirm that all students on the programme undertake a minimum of 150 hours in practice. The RtP nursing route is normally delivered over a four-month period, with RtP nursing and SCPHN up to six months. The programme documentation confirms that the programme is an appropriate length to support 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**

The programme documentation doesn't state routes within the RtP programme.

Condition two: Revise all documentation to state routes within the RtP programme for nurses to be admitted to, or remain on the register, in one or more of the specific fields of nursing practice: adult, children's, learning disabilities and mental health nursing. (SRtPP R2.6.1) (nursing routes)

Condition two: Revise all documentation to clarify entry criteria and routes within the RtP programme for SCPHNs. (SRtPP R2.6.1, R2.6.3) (SCPHN route)

The programme documentation doesn't reflect the relevant standards of proficiency for nursing or SCPHN, include the specific content to meet the FN:SPRN for each field of nursing practice or the SPSCPHN and the timetable doesn't reflect the FN:SPRN or SPSCPHN.

Condition three: Revise programme learning outcomes, taught content and timetable to ensure they explicitly meet the FN:SPRN, including annexe A and B and programme outcomes for each field of nursing practice. (SRtPP R2.3, R2.4, R2.7, R2.8) (nursing routes)

Condition three: Revise programme learning outcomes, taught content and timetable to ensure they explicitly meet the SPSCPHN and programme outcomes for SCPHN. (SRtPP R2.3, R2.4, R2.8) (SCPHN route)

**Date:** 29 September 2021

### Post event review

#### Identify how the condition(s) is met:

Condition two: Programme documentation states routes within the RtP programme for nurses to be admitted to, or remain on the register, in one or more of the specific fields of nursing practice: adult, children's, learning disabilities and mental health nursing.

Condition two (nursing routes) is met.

#### Evidence:

UON, RtP response to conditions, 9 November 2021

UON, RtP timetable (nursing), November 2021

UON, RtP module specification (nursing), November 2021

UON, RtP module guide (nursing), November 2021

UON, RtP screenshots of website and virtual learning environment (VLE) content, November 2021

Condition two: All programme documentation clearly states entry criteria and routes within the RtP programme for SCPHNs.

Condition two (SCPHN route) is met.



Evidence:

UON, RtP response to conditions, 23 November 2021  
UON, RtP timetable (SCPHN), November 2021  
UON, RtP module specification (SCPHN), November 2021  
UON, RtP module guide (SCPHN), November 2021  
UON, RtP SCPHN PAD, November 2021  
UON, RtP SCPHN and nursing PAD, November 2021  
UON, RtP screenshots of website and VLE content, November 2021

Condition three: Programme documentation clearly demonstrates how the programme meets the FN:SPRN. The learning outcomes require students to meet the FN:SPRN and the timetable includes appropriate content mapped to the platforms.

Condition three (nursing routes) is met.

Evidence:

UON, RtP response to conditions, 9 November 2021  
UON, RtP timetable (nursing), November 2021  
UON, RtP module specification (nursing), November 2021  
UON, RtP module guide (nursing), November 2021  
UON, RtP screenshots of website and VLE content, November 2021

Condition three: Programme documentation clearly demonstrates how the programme meets the SPSCPHN. The learning outcomes require students to meet the SPSCPHN and the timetable includes appropriate content mapped to the domains.

Condition three (SCPHN route) is met.

Evidence:

UON, RtP response to conditions, 9 November 2021  
UON, RtP timetable (SCPHN), November 2021  
UON, RtP module specification (SCPHN), November 2021  
UON, RtP module guide (SCPHN), November 2021  
UON, RtP SCPHN PAD, November 2021  
UON, RtP SCPHN and nursing PAD, November 2021  
UON, RtP screenshots of website and VLE content, November 2021

**Date condition(s):** 23 November 2021

**Revised outcome after condition(s) met:**

**MET**  **NOT MET**

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**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. Programme documentary evidence and discussions with PLPs and students confirm that practice learning opportunities for students on all nursing routes and the SCPHN route are provided to enable students to deliver safe and effective care in their area of practice to a diverse range of people. The practice learning opportunities are individually negotiated and PLPs and students confirm that a range of experience is provided in different areas and/or with other professionals.

Programme documentation and discussions at the approval visit confirm that each placement has an educational audit, with out of area placements requiring this separately. The audits highlight the range of experience that's available for students.

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. Programme documentation provides evidence that practice learning opportunities support students to meet the communication and relationship management skills and procedures in their intended area of practice. The RtP PAD is mapped to the communication and relationship management skills and procedures, ensuring that students are assessed against these in practice.

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. Programme documentation and discussion at the approval visit provides evidence that students experience a range of settings to enable them to meet the holistic needs of people, for all nursing and SCPHN routes. Students tell us that they're allocated to a practice assessor and practice supervisor who work with them to devise a plan to ensure that they obtain relevant experiences across settings for their area of practice.

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

R3.4 is met. Programme documentation and discussion at the approval visit confirm that technology enhanced and simulation-based learning are used effectively and proportionately to support learning and assessment. Students have access to the UON nursing skills suite for clinical skills, with the new programme having a mix of e-learning, online facilitated learning and face to face clinical skills. Students tell us they like online delivery with face to face clinical skills and that this suits their personal circumstances.

<p>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</p> <p style="text-align: right;"><b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/></p>	
<p>R3.5 is met. Programme documentary evidence and discussions at the approval visit confirm that processes are in place to ensure that individual student needs are considered when allocating practice learning environments. PLPs try to allocate students to a practice learning environment based on their previous experience and/or preferred area. Students complete a self-assessment prior to starting placement that includes additional learning needs and reasonable adjustments and discuss this with their academic assessor. This is then used by the practice assessor to ensure that the students' practice learning experience considers their needs.</p>	
<p><b>Evidence provides assurance that the following requirements are met:</b></p>	
<p>R3.6 ensure that students are supernumerary.</p> <p style="text-align: right;"><b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/></p>	
<p>Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to practice learning are met</p> <p style="text-align: right;"><b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/></p>	
<p>Assurance is provided that Gateway 2: <a href="#">Standards for student supervision and assessment</a> relevant to practice learning are met</p> <p style="text-align: right;"><b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/></p>	
<p><b>Outcome</b></p>	
<p><b>Is the standard met?</b> <span style="float: right;"><b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/></span></p>	
<p><b>Date:</b> 29 September 2021</p>	
<p><b>Post event review</b></p>	
<p><b>Identify how the condition(s) is met:</b></p> <p>N/A</p>	
<p><b>Date condition(s):</b></p> <p>N/A</p>	

Revised outcome after condition(s) met:

MET  NOT MET

N/A

**Standard 4: Supervision and assessment**

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

- R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC [Standards framework for nursing and midwifery education](#)
- R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC [Standards for student supervision and assessment](#)
- R4.3 ensure they inform the NMC of the name of the person responsible for directing the education programme
- R4.4 provide students with feedback throughout the programme to support their development
- R4.5 ensure throughout the programme that students meet the required standard of proficiency and programme outcomes to be readmitted to, or remain on, the register
- R4.6 ensure that students meet communication and relationship management skills and procedures
- R4.7 assess students to confirm proficiency in preparation for being readmitted to, or remaining on, the register
- R4.8 ensure that relevant proficiencies are recorded in a record of achievement which confirms these proficiencies and skills have been met, and
- R4.9 confirm students' safe and effective practice and suitability to be readmitted to, or remain on, the register.

**Findings against the standards and requirements**

**Provide an 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 not met for all routes. Programme documentation confirms that students are assessed in both theory and practice. Students are required to complete two

assessments, a pass/fail assessment in practice and a reflective assessment that provides the overall grade for the module. The programme documentation doesn't however state that both theory and practice assessments must be passed to pass the programme. A condition is therefore applied. (Condition one)

Programme documentary evidence and discussion at the approval visit confirm that students are well supported by the programme team during the theory and practice element of the programme. Students confirm that staff are responsive and supportive when contacted. There are processes in place to ensure the quality of the practice learning environment and ensure the supernumerary status of students. Discussion at the approval visit confirms that the UON and PLPs work collaboratively to ensure the wellbeing of students.

Programme documentation provides evidence that PLPs and the UON sign a partnership agreement, confirming that all programmes are resourced in both academic and practice settings and meet all professional regulatory requirements.

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. Programme documentation provides evidence that the RtP programme complies with the SSSA. The UON, in partnership with PLPs and other AEs, are part of the MYNEEPLG who coordinate a regional approach to implementation of the SSSA. PLPs tell us that they run inhouse SSSA training for practice assessors and practice supervisors.

PLP staff in the practice development team tell us that they organise the allocation of students to practice assessors and practice supervisors and that there's effective liaison with the UON. The UON provide information on the RtP programme to PLPs who share this with the practice assessors and practice supervisors. PLP practice development staff tell us they work with practice assessors and practice supervisors and can cover shifts to give practice assessors time to complete student documentation if required.

Students tell us that they've excellent support in practice from both the UON and practice staff, and that practice assessors and practice supervisors are provided with information from the UON on the RtP programme.

**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. Programme documentation and discussions at the approval visit confirm that students receive feedback throughout the programme in both theory and practice settings. Students tell us that they receive individual support and feedback from the programme team and that this is effective and timely to support their development. PLPs confirm that they provide students with feedback and that they're well supported by the UON should there be any concerns. Formative feedback is obtained via the student self-assessment and in the national PAD for nursing RtP and adapted PAD for SCPHN.

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. Programme documentary evidence confirms that students on the nursing route meet the FN:SPRN through the national RtP PAD for nursing. The theory assessment is a reflection on practice taken from the PAD and enables the student to demonstrate they've met the programme outcomes. Students on the SCPHN routes meet the SPSCPHN through the adapted national RtP PAD.

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

MET  NOT MET

R4.6 is met. Programme documentary evidence confirms that students are assessed in practice for communication and relationship management skills and procedures through the PAD.

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

MET  NOT MET

R4.7 is not met for SCPHN routes. The programme team present a PAD for students on the SCPHN routes based on the national PAD for RtP nursing with the SPSCPHN added in. There's no context or guidance in the document to indicate how the adapted PAD will work for a student following the SCPHN or nursing/SCPHN routes. SCPHN isn't mentioned in the final assessment of the PAD. Therefore a condition is applied. (Condition four)

R4.7 is met for nursing routes. Programme documentation and discussion with stakeholders at the approval visit assures us that students undertake theory and practice assessments to confirm proficiency in preparation for being readmitted to, or remaining on, the NMC register.

**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

R4.8 is not met for SCPHN routes. The programme team present a PAD for students on the SCPHN routes based on the national PAD for RtP nursing with the SPSCPHN added in. There's no context or guidance in the document to indicate how the adapted PAD will work for a student following the SCPHN or nursing/SCPHN routes. For example, the medicines management assessment for the FN:SPRN is included with no guidance as to how this would be achieved in a SCPHN setting. Updating skills in prescribing/V100 isn't included in the PAD. As a result a condition is applied. (Condition four)

R4.8 is met for nursing routes. Programme documentation and discussion at the approval visit confirms that students on the nursing routes are assessed via the national PAD for RtP.

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

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. Programme documentation and discussion with the programme team, PLPs and students at the approval visit assures us that students undertake practice assessments which confirm they deliver safe and effective practice and are suitable to be readmitted to, or remain on, the NMC register. The UON have clear assessment processes to confirm students meet all outcomes to be readmitted to, or remain on, the register.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to supervision and assessment are met

YES  NO

Programme documentation confirms that students are assessed in both theory and practice, but the module specification states that the reflective portfolio is one assessment and doesn't make it clear that both theory and practice must be passed to pass the programme. (Condition one)

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

Programme documentation confirms that students are assessed in both theory and practice but doesn't state that both theory and practice must be passed to pass the programme.

Condition one: Revise module specifications and all associated documentation to clarify that both theory and practice must be passed to pass the programme. (SFNME R5.16, SRtPP R4.1) (nursing and SCPHN routes)

The SCPHN PAD presented is based on the RtP nursing PAD and the supporting guidance and text hasn't been amended to reflect the needs of SCPHN students and their assessment.

Condition four: Revise the SCPHN PAD to ensure it's relevant for SCPHN students and that it assesses students to confirm proficiency in SCPHN. (SRtPP R4.7, R4.8) (SCPHN route)

**Date:** 29 September 2021

### Post event review

**Identify how the condition(s) is met:**

Condition one: The module specifications and all other documents confirm that both theory and practice must be passed to pass the programme.

Condition one is now met.

**Evidence:**

- UON, RTP response to conditions, 9 November 2021
- UON, RTP timetable (SCPHN), November 2021
- UON, RTP timetable (nursing), November 2021
- UON, RTP module specification (nursing), November 2021
- UON, RTP module specification (SCPHN), November 2021
- UON, RTP module guide (nursing), November 2021
- UON, RTP module guide (SCPHN), November 2021
- UON, RTP SCPHN PAD, November 2021
- UON, RTP SCPHN and nursing PAD, November 2021
- UON, RTP screenshots of website and VLE content, November 2021

Condition four: The programme team present two PADs for SCPHN, one for nursing and SCPHN and one for SCPHN. Both assess students in proficiency in SCPHN and are relevant for SCPHN students.

Condition four is now met.

**Evidence:**

- UON, RTP response to conditions, 23 November 2021
- UON, RTP SCPHN PAD, November 2021
- UON, RTP SCPHN and nursing PAD, November 2021

**Date condition(s) met:** 23 November 2021

**Revised outcome after condition(s) met:**

**MET**  **NOT MET**

**Standard 5: Qualification or credits to be awarded and information on NMC registration**

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

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

R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and  
 R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register.  
 R5.4 notify students during and before successful completion of the programme that they have five years to reinstate their registration with the NMC. In the event of a student failing to re-register within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

**Findings against the standards and requirements**

**Evidence provides assurance that the following requirements are met:**

R5.1 ensure that the minimum credits/award for a return to practice programme for nurses and midwives is at bachelor's degree level  
 YES  NO  N/A

R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and  
 YES  NO  N/A

The UON aren't seeking approval of this route.

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

R5.4 notify students during and before successful completion of the programme that they have five years to reinstate their registration with the NMC. In the event of a student failing to re-register within five years they will have to undertake additional education and training or gain such experience as specified in our standards.  
 YES  NO

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met  
 YES  NO

**Outcome**

<b>Is the standard met?</b>	<b>MET</b> <input checked="" type="checkbox"/>	<b>NOT MET</b> <input type="checkbox"/>
<b>Date:</b> 29 September 2021		
<b>Post event review</b>		
<b>Identify how the condition(s) is met:</b>		
N/A		
<b>Date condition(s) met:</b>		
N/A		
<b>Revised outcome after condition(s) met:</b>	<b>MET</b> <input type="checkbox"/>	<b>NOT MET</b> <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 type="checkbox"/>	<input checked="" type="checkbox"/>
Module descriptors <b>Please specify route:</b> Nursing / field of nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student facing documentation including programme handbook <b>Please specify route:</b> Nursing / field of nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation (PAD) <b>Please indicate</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Practice placement handbook: <b>Please specify route:</b> Nursing / field of nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PAD linked to competence outcomes, and mapped against <a href="#">Standards for return to practice programmes</a> (NMC, 2019) for each route: Nursing / field of nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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: UON aren't seeking approval of midwifery or nursing associate routes. There's no programme specification as all information is in module specifications.		
List additional documentation: Devon Partnership NHS Trust, Care Quality Commission (CQC) inspection report, 8 October 2019 Kettering General Hospital NHS Foundation Trust, Kettering General Hospital, CQC inspection report, 7 July 2021 University Hospitals Birmingham NHS Foundation Trust, CQC inspection report, 13 February 2019 University Hospitals Birmingham NHS Foundation Trust, Good Hope Hospital, CQC inspection report, 3 February 2021 University Hospitals Birmingham NHS Foundation Trust, Queen Elizabeth Hospital Birmingham, CQC inspection report, 3 February 2021 UON, NILE site for return to practice, May 2021 UON, NILE site for welcome to return to professional practice, undated		
Post visit documentation to meet conditions: UON, RTP response to conditions, 9 November 2021 UON, RTP response to conditions, 23 November 2021 UON, RTP timetable (SCPHN), November 2021 UON, RTP timetable (nursing), November 2021 UON, RTP module specification (nursing), November 2021 UON, RTP module specification (SCPHN), November 2021 UON, RTP module guide (nursing), November 2021 UON, RTP module guide (SCPHN), November 2021 UON, RTP SCPHN PAD, November 2021 UON, RTP SCPHN and nursing PAD, November 2021 UON, RTP screenshots of website and VLE content, November 2021		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>
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: May 2021 cohort x two students (one adult nursing, one mental health) February 2021 cohort x one student (adult nursing)		
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:**

	<b>YES</b>	<b>NO</b>
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 practice learning environments are visited, state where visited/findings:		
If you stated no above, please provide the reason and mitigation: The UON is an established AEI and visits to resources aren't required as part of this approval.		
Additional comments: None identified.		

**Mott MacDonald Group Disclaimer**

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.



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):	Joanna Dunn	Date:	5 October 2021
Checked by:	Ian Felstead-Watts	Date:	8 October 2021
Submitted by:	Amy Young	Date:	6 December 2021
Approved by:	Leeann Greer	Date:	6 December 2021