Programme approval visit report

Section one

Programme provider name:	Liverpool John Moores University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Liverpool Community Health NHS Trust Wirral Community NHS Foundation Trust Wirral University Teaching Hospital NHS Foundation Trust North West Ambulance Service NHS Trust Mersey Care NHS Trust Aintree University Hospital NHS Foundation Trust Alder Hey Children's NHS Foundation Trust Bridgewater Community Healthcare NHS Foundation Trust Cheshire And Wirral Partnership NHS Foundation Trust The Clatterbridge Cancer Centre NHS Foundation Trust Countess Of Chester Hospital NHS Foundation Trust Liverpool Women's NHS Foundation Trust East Cheshire NHS Trust Warrington And Halton Hospitals NHS Foundation Trust Liverpool Heart And Chest Hospital NHS Foundation Trust NHS Western Cheshire CCG The Walton Centre NHS Foundation Trust Mid Cheshire Hospitals NHS Foundation Trust North West Boroughs Healthcare NHS Foundation Trust Royal Liverpool And Broadgreen University Hospitals NHS Trust Southport And Ormskirk Hospital NHS Trust St Helens And Knowsley Teaching Hospitals NHS Trust Private, voluntary and independent health care providers Education and social care providers
Programme(s) reviewed:	

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

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

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

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

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

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

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

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

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

Academic level(s):
England, Wales, Northern Ireland:
Level 5

| Date of approval visit | 18 February 2020 |

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Summary of review and findings
Liverpool John Moores University faculty of health offers NMC approved provision of programmes leading to registration as a nurse associate, undergraduate programmes in child, mental health, adult nursing and midwifery and postgraduate routes to registration in nursing, SCPHN and midwifery. There is an existing return to practice (RTP) programme in mental health, adult and child nursing which this programme is intended to replace. The proposed RTP programme presented for approval is for adult, child and mental health nursing and nursing associates. As an academic module it is offered at higher education (HE) level five for nursing associates and HE level six for registered nurses. Intakes in the existing programme have numbered around 15 students per year and practice partners confirm that they anticipate a continuation of this level of demand for the foreseeable future. There will be one intake per year in October with a proposed start date of 22 October 2020. Students will complete their academic study hours first before beginning practice placements the following January. Practice hours will vary between 150 and 450 hours according to an agreement negotiated between stakeholders based on length and recency of the students' previous practice as a registered nurse or nursing associate. A key intention behind the programme, supported by all stakeholders, is alignment to the Standards for RTP programmes (SRTPP) (NMC, 2019). This is reflected in the academic and practice assessment strategy. Students on existing NMC nursing programmes leading to registration are assessed against the Standards for student supervision and assessment (NMC, 2018) (SSSA). Practice stakeholders have an ongoing programme to support the development of new and existing practice assessors and practice supervisors. Programme learning outcomes for the proposed programme reflect standards of proficiency relevant to nursing associates and registered nurses. These are assessed through the practice assessment documents (PADs) for each route which enable practice assessors and academic assessors to collaboratively assess students against the relevant proficiencies. No documentary evidence of co-production with practice learning partners, service users and carers (SUCs) or students in the design and development of the RTP programme is to be found in gateways one to three. Evidence relating to undergraduate nursing programmes leading to NMC registration, primarily at gateways one and two, suggests effective partnerships in the delivery of programmes. Testimony of all stakeholders at the approval visit is consistent in confirming collaboration in co-production of the programme and the selection of students to it. The programme is designed around a series of taught days but with a balance of

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online resources, flexible learning and distance learning, enabling students to access resources whilst on practice placement and through self-directed study.

The documentary evidence suggests a robust partnership approach between the education institution and their practice learning partners to manage and mitigate any risks to student learning and testimony at the approval visit supports this.

The approval visit did not confirm that the Standards framework for nursing and midwifery education (SFNME) is met at programme level and conditions have been applied to reflect this. The approval visit confirms that the SSSA are met at programme level. The shortfall in documentary evidence against the SFNME means that the RTP programme standards are not met.

The RTP programme is recommended to the NMC for approval subject to three joint NMC and university conditions. Four joint NMC and university recommendations are made.

Updated 15 May 2020:

Evidence is provided to meet the three conditions. The conditions and related standards are now met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** Condition one: Update documentation to ensure it fully reflects the level of engagement with students during the programme design and the processes in place to capture student feedback. (SFNME R1.12) **Selection, admission and progression:** Condition two: Ensure any SUC involved in the student recruitment process has completed equality, diversity and inclusivity training. (SFNME R2.6) Condition three: Documentation relating to student selection to clearly identify that SUCs are engaged in

	the pre-interview and interview process. (SFNME R2.7)
	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:	31 March 2020
Recommendations to enhance the programme delivery:	Recommendation one: Consider reviewing the documentation to ensure that the European Union directives are more clearly articulated in relation to adult nursing, particularly in meeting practice experience in relation to maternity and childcare. (SFNME R1.8; SRTPP R2.8) Recommendation two: Consider broadening the context of the delivered sessions on mental health awareness, co-produced with people with lived experience. (SFNME R5.5; SRTPP R3.3) Recommendation three: Consider the availability of PARE (approved education institution (AEI) specific placement software) for RTP students, to enhance the experience for students and practice assessors. (SFNME R3.18; SRTPP R3.1) Recommendation four: Consider how the dialogue between students, academic staff and placements can be enhanced, prior to allocation of placement. (SFNME R1.7; SRTPP R1.6, R2.4, R3.1)
Focused areas for future monitoring:	None identified

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

4 May 2020: The AEI has submitted amended documentary evidence in response to the conditions.

The evidence in the programme document, programme guide and student journey map indicate that condition one has been met and these documents now fully reflect the level of engagement with students during the programme design and the processes in place to capture student feedback. Condition one is now met.

15 May 2020: Additional evidence is provided to meet condition three. The information for students in the programme document and information for potential students about selection procedures has been amended to address the condition. Condition three is now met.

A record of SUC equality, diversity and inclusivity training is also included. Condition two is now met.

The SFNME is now met.
The SRTPP are now met.

AEI Observations	Observations have been made by the education institution Yes
Summary of observations made, if applicable	No comments or corrections identified by the AEI.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	15 May 2020

Section three

NMC Programme standards

Please refer to NMC standards reference points

Standards for return to practice programmes (NMC, 2019)

Return to practice standards (NMC, 2019)

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

Standards for competence for registered midwives (NMC, 2009)

Standards of proficiency for nursing associates (NMC, 2018)

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

Standards for specialist education and practice (NMC, 2001)

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

Standards for student supervision and assessment (NMC, 2018)

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

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

QA Handbook (September 2018 updated July 2019)

Partnerships

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

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

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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
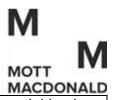
Findings against the standard and requirements

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

Documentary analysis confirms well-developed, longstanding and effective partnerships between the AEI and practice learning partners in the delivery of existing NMC approved programmes.

There are also AEI policies and Health Education North West directives to support this. The AEI, practice learning partners and students work together to quality assure programmes and promote effective learning opportunities. There doesn't appear to be documentary evidence about how the proposed RTP programme

was developed. There should be minutes of stakeholder engagement activities in the development of the programme and an audit trail of how student feedback from previous iterations of the programme was incorporated into the design of the proposed one.

However, at the approval visit a picture more consistent with the evidence submitted in gateway one and two emerged, with stakeholders including students, service users and practice partners all confirming involvement in the design of the proposed programme, commitment to the programme and that their feedback is sought and valued.

Although testimony offered at the approval visit indicates a collaborative approach to the design and delivery of the proposed programme, conditions agreed by the AEI and the NMC visitor require that documents relating to the programme reflect this more fully. (Condition one)

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

Not Met

The documentary evidence at gateway one indicates comprehensive stakeholder engagement in the delivery of existing NMC approved programmes including quality assurance of those programmes. However, there was no documentary evidence of student and SUC co-production of the RTP programme. At the approval visit a picture more consistent with the evidence submitted in gateway one and two emerged, with stakeholders including students, service users and practice partners all confirming involvement in the design of the proposed programme.

Although testimony offered at the approval visit indicates a collaborative approach to the design and delivery of the proposed programme, conditions agreed by the AEI and the NMC visitor require that documents relating to the RTP programme reflect this more fully. (Condition one)

Gateway 2: Standards for student supervision and assessment

Met

The evidence at gateway two suggests that there has been a collaborative approach to ensuring that academic assessors, practice assessors and practice supervisors are prepared for their roles. Additional guidance in relation to the

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proposed RTP programme has been developed to support assessors and supervisors.

At the approval visit practice placement provider representatives described good progress in their preparation of practice assessors and supervisors for their roles. Practice assessors and supervisors stated that they felt well prepared for and supported in their roles.

If not met, state reason

Although testimony offered at the approval visit indicates a collaborative approach to the design and delivery of the proposed programme, conditions agreed by the AEI and the NMC visitor require that documents relating to the RTP programme reflect this more fully.

Condition one: Update documentation to ensure it fully reflects the level of engagement with students during the programme design and the processes in place to capture student feedback. (SFNME R1.12)

Post Event Review

Identify how the condition is met:

Condition one: The AEI has submitted amended documentation in response to the conditions.

The evidence in the programme document, programme guide and student journey map indicate that condition one has been met and these documents now fully reflect the level of engagement with students during the programme design and the processes in place to capture student feedback. Condition one is now met.

Evidence:
Clinical practice document, 28 April 2020
Mapped student journey to new standards, 28 April 2020
AEI response to the approval panel comments, 28 April 2020
Supplementary skills and proficiencies inventory, 28 April 2020
RTP programme and module guide, 28 April 2020
RTP programme document, 28 April 2020
RTP interview letter template, 28 April 2020

Date condition(s) met: 15 May 2020

Revised outcome after condition(s) met:

Met

Condition one is now met.
SFNME R1.12 is now met.

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

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

R1.2.1 demonstrate values in accordance with the Code

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

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

R1.2.4 can demonstrate they meet NMC English language requirements

R1.2.5 have capability in literacy to meet programme outcomes

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

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

R1.4 ensure students are fully informed of the requirement to declare immediately

any police charges, cautions, convictions or conditional discharges or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully

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

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

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

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

Proposed transfer of current students to the programme under review

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

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

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

Evidence provides assurance that the following requirements are met:

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

Yes

R1.2 confirm on entry to the programme that students:
R1.2.1 demonstrate values in accordance with the Code

Yes

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

Yes

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

Yes

R1.2.4 can demonstrate they meet NMC English language requirements

Yes

R1.2.5 have capability in literacy to meet programme outcomes

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

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

Met

R1.6 is met. The documentary evidence confirms that this is met and most stakeholders and the programme team at the visit described process that supports that this requirement is met.

However, one student at the visit felt that a placement more consistent with her intended scope of practice could have been provided if they had been more involved in the decision. (Recommendation four)

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

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

Met

R1.7 is met. Documentary evidence demonstrates that there is support and resources available to students and that this is accessible in university and in practice. Practice partners confirm that they have resources which are accessible to students as well. Students state that they are well supported in these areas. Practice assessors state that students are well prepared to apply these skills in clinical settings.

The programme team provides evidence of the resources, skills and experience to support this.

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.**

As this is a single module programme, no students are envisaged as needing to transfer. Any potential interrupted students who need to return to the new programme can be supported on an individual bespoke basis to do so.

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.

No current RTP students will be transferring to the SSSA.

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

No

The template used for recording the outcomes of interviews in the selection process does not have a clearly identified space for service users or practice staff to record their participation in the process. The students at the approval visit both state that they were interviewed by two academic staff and no SUCs or clinical staff. (Condition three)

All service users at the approval visit state that they are regularly involved in student selection across a range of NMC programmes but are clear that they have not been provided with training in equality and diversity to prepare them for this. (Condition two)

Outcome

Is the standard met?

Not Met

The template used for recording the outcomes of RTP interviews in the selection process does not have a clearly identified space for service users or practice staff to record their participation in the process. The students at the approval visit both state that they were interviewed by two academic staff and no SUCs or clinical staff.

Condition three: Documentation relating to student selection to clearly identify that SUCs are engaged in the pre-interview and interview process. (SFNME R2.7)

All service users at the approval visit state that they are regularly involved in student selection across a range of NMC programmes but are clear that they have not been provided with training in equality and diversity to prepare them for this.

Condition two: Ensure any SUC involved in the student recruitment process has completed equality, diversity and inclusivity training. (SFNME R2.6)

Date: *18 February 2020*

Post Event Review

Identify how the condition is met:

Additional evidence is provided to meet condition two. The information for students in the programme document and information for potential students about selection procedures has been amended to address the condition. Condition two is now met.

Evidence:
RTP interview letter template, 28 April 2020
Interview record, 28 April 2020
RTP programme document, 12 May 2020
Continuing professional development fact file, 12 May 2020
Changes plus equality diversity and inclusion training, 12 May 2020

Additional evidence is provided to meet condition three. A record of SUC equality, diversity and inclusivity training is also included. Condition three is now met.

Evidence:
RTP programme document, 12 May 2020
Continuing professional development fact file, 12 May 2020
Changes plus equality diversity and inclusion training, 12 May 2020

Date condition(s) met: 15 May 2020

Revised outcome after condition(s) met:

Met

Condition two is met.
SFNME R2.6 is met
Condition three is met.
SFNME R2.7 is met.

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Standard 2: Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

R2.10 ensure the curriculum uses a range of learning and teaching strategies

which may include flexible or distance learning, which must be used effectively and proportionately to support learning and assessment, and

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

Evidence provides assurance that the following requirements are met:

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

Yes

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

Yes

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

Yes

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

Yes

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

No

There is a regional strategy under Health Education North West that addresses local demand, making midwifery provision as part of this programme unnecessary.

Specialist community and public health nurses (SCPHNs)

No

There is a regional strategy under Health Education North West that addresses local demand, making SCPHN provision as part of this programme unnecessary.

Nursing associates

Yes

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

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

Met

R2.4 is met. Representation at the approval visit from Health Education North West and from local practice partners indicates that there is a coherent shared strategy to support nurses and nursing associates to return to the register in their preferred area of practice. One student at the visit felt that they could have been better supported to choose an appropriate learning environment. However, both students confirm that their feedback on the programme is sought and acted on. The programme team and practice learning partners state that the evidence from student feedback generally is that this one students experience is not representative and their intention for the future is to make the placement allocation process more collaborative. (Recommendation four)

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

N/A

Liverpool is close to the Welsh border, but the programme team and practice partners state that no part of the programme is delivered in Wales. There are no Welsh postcodes in the addresses of the practice partners and the AEI has no premises 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

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

No

Representation at the approval visit from Health Education North West and from local practice partners indicates that there is a coherent shared strategy for the local workforce. This shows that there is insufficient demand for a route for midwives at this AEI, and that there is sufficient provision in the region.

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

No

Representation at the approval visit from Health Education North West and from local practice partners indicates that there is a coherent shared strategy for the local workforce. This shows that there is insufficient demand for a route for SCPHNs at this AEI, but that there is sufficient provision in the region.

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

Yes

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

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

Met

R2.7 is met. Discussion at the approval visit indicates that there is a personal academic tutor model that will enable students to contextualise the programme for their field of practice. The academic assessment strategy is consistent with this. The practice assessment strategy and practice assessment documentation also support this. The curriculum vitae of the school of nursing indicates that at present there may be a shortfall in the number of children's nursing lecturers in the programme team. Senior management state that they are aware of this and are recruiting to vacancies in this field.

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

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

Met

R2.8 is met. The practice assessment documentation allows practice assessors to

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assess against all the proficiencies, but with the flexibility to make this commensurate with the student's field and academic level. Personal tutor and academic assessor models will support students to contextualise learning on the programme to their field of practice. Field specific learning opportunities covering currently used medications is identified in the timetable. The programme team could consider reviewing the documentation to ensure that the European Union directives are more clearly articulated in relation to adult nursing, particularly in meeting practice experience in relation to maternity and childcare. (Recommendation four)

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

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

Met

R2.9 is met. At the approval visit more detail on the timetable and taught content was presented, including how content relating to field specific pharmacology is to be delivered and accessed by the student.

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

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

Met

R2.10 is met. The programme team have a well-developed understanding of the learning needs of RTP students. This includes that they may need additional support initially to optimise their engagement with technology based flexible learning. The timetable allows time between taught sessions for this approach to become embedded before students go to placements. The practice placement partners have resources which can also be accessed by students to support their learning. RTP students confirm that they are well supported in the university and in practice to develop their IT skills and access learning resources.

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that

the requirement below is met or not met.

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

Met

R2.11 is met. The programme team present a timetable which enables students to complete the taught components of the programme before beginning practice placements. The programme is delivered over two semesters. In the first semester the taught components are delivered as a series of seven study days in the university. In the second semester the practice placement hours are completed. This is an approach agreed by stakeholder partners based on experience and student feedback. Students confirm that this is a model that they find to be supportive.

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

 Yes

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

 Yes

Outcome
Is the standard met? *Met* **Date:** *18 February 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:**

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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

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

R3.1 is met. The documentary evidence suggests that individual students' experience, skills and employment preferences will be taken into account at selection and used to make decisions about placement allocation. This is supported by the testimony of stakeholders and the programme team at the approval visit. One of the two students on the current programme at the visit suggested that their circumstances could have been taken into account more in

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the allocation of their placement. (Recommendation four)

Practice placement partners and practice assessors state that the availability of PARE (AEI specific placement software) for RTP students, could enhance the experience for students and practice assessors and would enable them to be better able to respond to student feedback and to prepare for the arrival of students on placement. (Recommendation three)

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

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

Met

R3.2 is met. The programme team state that there are opportunities for students to practice their communication and relationships management skills in simulation before they begin placement. There is a proficiency booklet that accompanies the PAD that supports practice assessors to assess these skills in their area of practice. Practice partners and practice assessors confirm that they have been well prepared to be assessed against these proficiencies.

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

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

Met

R3.3 is met. The programme team state that there are opportunities for students to practice their skills for meeting people's holistic needs in simulation before they begin placement. There is a proficiency booklet that accompanies the PAD that supports practice assessors to assess these skills in their area of practice. Practice partners and practice assessors confirm that they have been well prepared to be assessed against these proficiencies. There is scope within the proposed timetable for students to learn from people with lived experience of care, and in particular mental health needs to a greater extent. (Recommendation two)

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that

the requirement below is met or not met.

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

Met

R3.4 is met. The documentary evidence suggests that resources are in place to support technology enhanced and simulation-based learning. The timetable proposed makes space for these. The duration of the curriculum allows time for adult learners to engage with this around their other responsibilities and this curriculum design is a response to feedback from previous students. Practice partners confirm that students will also have similar learning opportunities using their resources whilst on placement.

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

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

Met

R3.5 is met. Practice assessors feel supported by their employers in providing the resources to adapt to students' learning needs, including reasonable adjustments. The programme team confirm that the robust equality and diversity policies and resources described in the documentary evidence are reflected in their delivery of programmes. The student programme handbook makes clear the nature of supernumerary status and provides links to university equality and diversity resources.

R3.6 ensure that students are supernumerary

Yes

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

Yes

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

Yes
Outcome
Is the standard met? *Met* **Date:** *18 February 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC <u>Standards framework for nursing and midwifery education</u> R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC <u>Standards for student supervision and assessment</u> R4.3 ensure they inform the NMC of the name of the person responsible for directing the education programme R4.4 provide students with feedback throughout the programme to support their development R4.5 ensure throughout the programme that students meet the required standard of proficiency and programme outcomes to be readmitted to, or remain on, the

register

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

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

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

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

Evidence provides assurance that the following requirement is met:

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

Met

R4.1 is met. The documentary evidence supports that support, supervision, learning and assessment provided complies with the SFNME and is supported by the testimony of stakeholders at the approval visit. Students and practice assessors feel supported in their engagement with the programme. The programme team presented a programme that complies with the SRTPP (NMC, 2019) in this respect and the senior management of the university confirm that they will provide the necessary resources.

Evidence provides assurance that the following requirement is met:

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

Met

R4.2 is met. The programme team provide a handbook specific to practice assessors and practice supervisors to prepare them for RTP students. Practice learning partners collaborate with the university to deliver a programme which is transitioning mentors to their practice assessor and practice supervisor roles. There are sufficient prepared practice assessors in place to support RTP students.

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

Yes

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

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

Met

R4.4 is met. Students confirm that they are provided with timely and supportive feedback to meet their development needs in the university and in practice. The timetable indicates where opportunities for feedback for personal academic tutors will occur. The practice assessment documentation provides a structure for feedback in placement from practice assessors, practice supervisors and academic assessors.

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

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

Met

R4.5 is met. Opportunities for assessment and feedback are continuous throughout the programme. Students reflect on their professional development and have opportunities for formative feedback. Students on the programme are assessed against a practice assessment tool that is based on the pan-London group PAD. This enables practice assessors and academic assessors to provide feedback on practice skills mapped to the required standard of proficiency.

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

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

Met

R4.6 is met. In addition to the PAD there is a 'proficiency inventory' that supports practice assessors to assess their students against skills, procedures and proficiencies in a way that enables them to contextualise these for their area and

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field of practice. It also supports students to visit areas beyond their main placement to gain feedback on these skills.

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

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

Met

R4.7 is met. The programme is well-designed and resourced to confirm proficiency. Academic assessment is designed to assure student proficiency in professional knowledge. The practice assessment tool is based on the pan-London group PAD. This enables practice assessors and academic assessors to meet with the student and agree that the standards of proficiency have been met. There is a procedure to reassess the student if they are not met at the first summative assessment and a procedure to ensure that students who cannot meet the required standards are not readmitted to the register. The procedures are made clear to the student through the programme handbook. Students and practice assessors confirm that they understand the process. Practice assessors feel that they are supported in their decision making.

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

Yes

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

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

Met

R4.9 is met. Practice partners confirm that they collaborate with the university in vetting Disclosure and Barring Service declarations at the selection stage. There are robust fitness to practise procedures in place and students are orientated to standards of professionalism at the start of the programme. Procedures for raising and escalating concerns are in place, and students and academic assessors confirm their understanding of these. There is a process for failing and reassessing students who do not demonstrate safe and effective practice and these are made

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clear to students through the programme handbook, assessment documentation and taught content in the programme.

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

Yes

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

Yes

Outcome
Is the standard met? *Met* **Date:** *18 February 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Standard 5: Qualification to be awarded
Approved education institutions, together with practice learning partners, must: R5.1 ensure that the minimum credits/award for a return to practice programme for nurses and midwives is at bachelor''s degree level

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

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

Evidence provides assurance that the following requirements are met:

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

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: *18 February 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

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

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

Mapping document providing evidence of how the education institution has met the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
Programme lead:	
Nursing / field of nursing	Yes
Midwifery	No
SCPHN	No
Nursing associate	Yes
Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	Yes
List additional documentation Post approval visit documentary evidence to meet conditions: RTP programme approval event report, 28 April 2020 Clinical practice document, 28 April 2020 Mapped student journey to new standards, 28 April 2020 AEI response to the approval panel comments, 28 April 2020 Supplementary skills and proficiencies inventory 28, April 2020 RTP programme and module guide, 28 April 2020 RTP programme document, 28 April 2020 RTP interview letter template, 28 April 2020 Interview record, 28 April 2020 RTP programme document, 12 May 2020 Continuing professional development fact file, 12 May 2020 Changes plus equality diversity and inclusion training, 12 May 2020	
If you stated no above, please provide the reason and mitigation RTP routes for SCPHN and midwifery are not being sought.	
Additional comments:	

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Two students who are on the current 2019/20 RTP programme	
Service users and carers	Yes

If you stated no above, please provide the reason and mitigation
Additional comments:

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning Virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
If you stated no above, please provide the reason and mitigation Liverpool John Moores University is an established provider of NMC AEI programmes including RTP.	
Additional comments:	