

## Programme approval report

### Section one

<b>Programme provider name:</b>	Wrexham Glyndwr University
<b>In partnership with:</b> <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	Betsi Cadwaladr University Health Board  Powys Teaching Health Board  Private, voluntary and independent health care providers
<b>Programme reviewed:</b>	<b>Return to practice:</b>  <b>Nursing:</b> Adult <input checked="" type="checkbox"/> Mental health <input type="checkbox"/> Children's <input type="checkbox"/> Learning disabilities <input type="checkbox"/>  <b>Midwifery</b> <input type="checkbox"/>  <b>Nursing Associate</b> <input type="checkbox"/>  <b>SCPHN</b> <input type="checkbox"/>  <b>Nursing/SCPHN</b> <input type="checkbox"/>  <b>Midwifery/SCPHN</b> <input type="checkbox"/>
<b>Title of programme:</b>	Return to practice (adult nursing)
<b>Academic levels:</b>	

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

	<p>SCQF  <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11</p>
RtP Nursing/SCPHN	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11</p>
RtP Midwifery/SCPHN	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11</p>
<b>Date of approval visit:</b>	25 May 2021
<p><b>Programme start date:</b>  <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>	<p>11 November 2021</p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p>

<b>QA visitor(s):</b>	Registrant Visitor: Joanne Benn
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## Section two

### Summary of review and findings

Wrexham Glyndwr University (WGU) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). The faculty of social and life sciences (the faculty) offers pre- and post-registration education, including a pre-registration Bachelor of nursing, in the adult field of practice.

WGU seek approval for a return to practice (RtP) programme for adult nurses. The programme has been developed in response to the workforce planning requirements of practice learning partners (PLPs) and Health Education and Improvement Wales (HEIW). The programme is funded by HEIW who support its marketing and commission student places. Students may choose to study and submit academic assessments in the Welsh medium; programme documentation is available on request. Students can choose to be supported in practice by Welsh speaking practice supervisors and practice assessors. Students who reside in Wales have their tuition fees paid to further support and promote nurses returning to practice.

The flexible programme is designed to increase access for a range of applicants across a wide geographical area in north Wales. A 40-credit programme at academic level six can be undertaken on a full- or part-time basis. Students can choose to undertake 450 hours practice learning experience, either full-time over a 37.5-hour week or part-time at a minimum of 15 hours a week. There's a flexible learning approach, with the majority of teaching taking place online. Students who can evidence that they've undertaken practice hours, may apply for recognition of prior experiential learning to reduce their clinical placement hours. This is assessed on an individual basis.

The programme is mapped against the Standards for RtP programmes (SRtPP) (NMC, 2019) and the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018).

Programme documentation and the approval process confirms that there's effective partnership working between WGU and all stakeholders. Students and service users and carers (SUCs) confirm that they're well supported and that their feedback and views are acted upon by the programme team. All stakeholders are actively involved in the recruitment, programme development, delivery and evaluation of the programme. PLPs at strategic and operational levels confirm a

cohesive and supportive relationship with WGU who value their contributions. WGU work effectively in partnership with a local AEI who share student practice learning experiences with the main practice placement provider Betsi Cadwaladr University Health Board (BCUHB).

Students are allocated to one placement learning experience. The programme team and PLPs assure us that students are able to access additional practice learning experiences in a range of settings and deliver effective care to a range of people. Practice learning experience is clearly documented and effectively monitored by the programme leader. The programme uses the adapted 'once for Wales' practice assessment document (PAD) specifically designed for the RtP programme.

WGU and PLPs work collaboratively to develop action plans to address any concerns raised through systems regulator reports including Health Inspectorate Wales (HIW) and Care Quality Commission (CQC) inspections. Action plans are monitored, updated and lessons learnt are shared through formal committees. There's clear evidence of exceptional reporting to the NMC.

This approval visit is undertaken remotely due to the COVID-19 pandemic.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) aren't met at programme level. The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The programme is recommended to the NMC for approval subject to one NMC condition. One NMC and one university recommendation are made.

Updated 25 June 2021:

The NMC condition is now met.

The SFNME and SRtPP are now met.

The programme is recommended for approval to the NMC.

**Recommended outcome of the approval panel**

<b>Recommended outcome to the NMC:</b>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified.</p> <p><b>Selection, admission and progression:</b></p> <p>Condition one: In programme and student facing documentation, clarify the process for considering student prior learning and experience in relation to the programme learning outcomes, standards of proficiency and student intended scope of practice. (SFNME R2.8; SRtPP R1.6)</p> <p><b>Practice learning:</b></p> <p>None identified.</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>None identified.</p>
<b>Date condition(s) to be met:</b>	2 July 2021

<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: Consider a revision of the FN:SPRN mapping tool in the WGU document 'RtP' to reflect that all aspects of annexe B are mapped. (SRtPP R2.8)</p> <p>Recommendation two: The panel asked the team to:</p> <ul style="list-style-type: none"> <li>• Streamline the programme specification to ensure a student friendly focus</li> <li>• Clarify clearly the number of attempts for each assessment element</li> <li>• To amend the audience language in programme handbook. It was noted the handbook started using 'you' and then reverted to 'the student'. (University recommendation)</li> </ul>
<p><b>Focused areas for future monitoring:</b></p>	<p>None identified.</p>

<p><b>Programme is recommended for approval subject to specific conditions being met</b></p>	
<p><b>Commentary post review of evidence against conditions:</b></p> <p>A revised recognition of prior learning (RPL) mapping template evidences that the condition is met.</p> <p>A revised RPL mapping template clearly details how student previous learning and experience is considered. There's extensive mapping of prior learning and experience to the FN:SPRN, programme learning outcomes and the intended scope of practice. Condition one is met.</p>	
<p><b>AEI Observations</b></p>	<p><b>Observations have been made by the education institution</b>      <b>YES</b> <input checked="" type="checkbox"/>      <b>NO</b> <input type="checkbox"/></p>
<p><b>Summary of observations made, if applicable</b></p>	<p>AEI identify points for clarification about studying using the Welsh medium, and the length of the programme in weeks.</p>



<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>	25 June 2021

### Section three

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

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><a href="#">Standards framework for nursing and midwifery education</a> (NMC, 2018)</p> <p><b>Standard 1: The learning culture:</b> R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p>

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.**

WGU has robust and effective partnerships with all stakeholders. Documentary analysis and discussion at the approval visit confirm that there's an inclusive approach at strategic and operational levels to programme co-production, development, delivery and evaluation. Key stakeholders tell us that their role and contributions to the programme is valued. WGU have clear and comprehensive systems and processes that support infrastructures in place to ensure effective programme development, delivery and quality monitoring.

There's evidence of cohesive and constructive partnership working between WGU and PLPs. PLPs are actively involved in the development of the programme. They confirm their support for the programme and value the flexibility of the programme design, which offers an inclusive approach for a range of students returning to the NMC register. They're confident the programme design enables students to achieve the FN:SPRN and the programme learning outcomes. They describe examples of how they support students to achieve communication and interpersonal relationship proficiencies, skills and procedures. They tell us that risks are effectively managed to ensure a safe and effective learning experience. They confirm that academic staff from WGU are accessible and supportive.

We found good examples of partnership working with other AEIs. There's a robust oversight of practice learning at a national level by HEIW; WGU is an active member of the 'once for Wales' practice learning group. The group has developed a consistent approach to values-based recruitment, educational audit documentation, guidance for the implementation of the SSSA, the RtP PAD and practice evaluation.

There's a constructive relationship with the regional placement unit based at a local AEI who are responsible for allocating students to practice learning experiences. There's a dedicated placement officer for the RtP programme who liaises directly with the programme leader. There are quarterly meetings with regional PLPs to assure that effective quality monitoring of the practice learning experience is undertaken. The majority of practice placements are undertaken with BCUHB, and quarterly strategic meetings monitor and ensure safe and effective working practices that support student practice learning.

There's a joint approach to the implementation of the SSSA. Faculty and PLP senior managers assure us that there are sufficient staff to support students during their programme in practice and during theoretical learning.

The faculty have an active SUC group. SUCs tell us that they're well informed of developments and have contributed to the development of the programme. They tell us that they're encouraged by the programme team's approach to developing and supporting them in their roles. They undertake a range of activities including recruitment and delivery, and are advised that they'll be included in the evaluation of the programme. They receive appropriate training and support and tell us that they value the feedback they receive. They tell us that the partnership working is excellent and stress the importance given to their lived experience in programme development and delivery.

Students tell us about a positive learning experience with WGU. They have been included in the development of the proposed programme and describe examples of where their views have been incorporated into the new design. This includes the incorporation of a flexible learning approach to enhance accessibility. They tell us that they're well supported in theoretical and practice learning and value the additional support provided by the WGU learning skills department. They feel that they have been listened to during evaluations and feel valued. They're aware of the changes to supervision and practice and feel these changes will enhance the support for students on the proposed programme.

Students tells us they have opportunities to learn from other professionals during theoretical sessions and during their practice learning experience. Inter-professional learning is identified in the module specification with students taught by allied health professionals (AHPs). For example, a pharmacist delivers the medicines taught management session, and physiotherapists and occupational therapists deliver sessions on motivational interviewing and inter-professional practice. The programme team tell us that there are opportunities for students to learn with AHP students and that five simulated practice sessions are being planned to include inter-professional aspects of care. Practice assessors and practice supervisors tell us that students have multiple opportunities to work with other health and social care professionals in practice and can be involved in patient case conferences.

There's a clear escalation of concerns process. Students, practice assessors and practice supervisors tell us that they understand the process and are supported when they raise concerns. They are informed during the process and receive feedback on completion. Lessons learnt are shared at operational and strategic 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: <a href="#">Standards framework for nursing and midwifery education</a>	<b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
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: <a href="#">Standards for student supervision and assessment</a>	<b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
<b>Post event review</b>	
<b>Identify how the condition(s) is met:</b>	
N/A	
<b>Date condition(s) met:</b>	
NA	
<b>Revised outcome after condition(s) met:</b>	<b>MET</b> <input type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
NA	

<b>Student journey through the programme</b>
<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 [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 SPRN, programme outcomes, and the students intended scope of practice upon readmission, and
- R1.7 support students throughout the programme in updating their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes.

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

**Proposed transfer of current students to the programme under review**

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the [Standards for return to practice programmes](#) (NMC, 2019).

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

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

**Findings against the standard and requirements**

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

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

YES  NO

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

R1.2.1 demonstrate values in accordance with [the Code](#)

YES  NO

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

YES  NO

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

YES  NO

R1.2.4 can demonstrate they meet NMC [English language requirements](#)

YES  NO

R1.2.5 have capability in literacy to meet programme outcomes

YES  NO

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

YES  NO

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

YES  NO

R1.4 ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges or



determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully

YES  NO

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

YES  NO

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

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

MET  NOT MET

R1.6 is not met. WGU have planned to reduce practice hours, based on evidence where applicants have less than 450 hours in the previous three years. There's no evidence of consideration of prior learning and experience in relation to the FN:SPRN, programme learning outcomes or intended scope of practice. The programme team confirmed there's no intention to consider a time reduction for theoretical content, and there is no evidence of tailoring the programme to meet student learning needs based on their prior learning and experience. (Condition one)

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

MET  NOT MET

R1.7 is met. Documentary analysis and discussion with the programme team and students confirm that numeracy, literacy and digital competence is developed during the programme. The WGU active learning framework encourages staff to support students to develop their skills to promote long term academic success and improve employability.

Students can access additional learning opportunities to prepare them to return to academic study and enhance their confidence. Additional support is available from the learning skills team and the library services offer one-to-one support, for

example to help students search literature databases. The move to a flexible blended learning approach is supported by digital learning facilitators who offer one-to-one support to students.

Students have access to a virtual learning environment (VLE). This supports and enables effective communication with the programme team and enables peer support. Numeracy skills are developed through the use of the safeMedicate online programme; this supports students to develop the skills required to successfully achieve the 100 percent pass requirement in the final numeracy test. Designated staff are available to guide students through the safeMedicate programme to ensure they can enhance their existing numeracy and administration skills required for safe medicine management. There's dedicated medication administration and optimisation sessions supported by a pharmacist. Additional support during practice learning experiences with drug calculations, administration and optimisation are facilitated by clinical nurse specialist teams who provide face-to-face support. Students tell us they value this support. Numeracy, literacy and digital skills are assessed during practice learning experiences and recorded in the RtP PAD.

The reflective summative assessment is designed to enable students to develop reflective writing skills. This prepares them for the requirement to produce the reflective accounts for future NMC revalidation evidence.

A WGU inclusion services team support individual student learning needs. Practice assessors, practice supervisors, the programme team and students confirm that reasonable adjustments are made on an individual basis in theoretical and practice learning experiences.

#### **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.**

There are no students transferring to the proposed programme. Current students have completed the programme.

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

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

The proposed programme will adopt the SSSA.

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

YES  NO

There's no process to consider student prior learning and experience in relation to the FN:SPRN, programme learning outcomes and intended scope of practice. (Condition one)

### Outcome

**Is the standard met?**

**MET**  **NOT MET**

There's no process to consider student prior learning and experience in relation to the FN:SPRN, programme learning outcomes and intended scope of practice.

Condition one: In programme and student facing documentation, clarify the process for considering student prior learning and experience in relation to the programme learning outcomes, standards of proficiency and student intended scope of practice. (SFNME R2.8; SRtPP R1.6)

**Date:** 25 May 2021

### Post event review

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

Condition one: A revised RPL mapping template clearly details how student previous learning and experience is considered. There's extensive mapping of prior learning and experience to the FN:SPRN, programme learning outcomes and the intended scope of practice. Students must complete the mapping template and provide evidence of prior learning and experience. The evidence is reviewed and verified by the programme leader and the programme external examiner.

Condition one is met.

Evidence:

Revised, RPL mapping template, June 2021

**Date condition(s) met:**

25 June 2021

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

**MET**  **NOT MET**

## Standard 2: Curriculum

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

- R2.1 ensure programmes comply with the NMC [Standards framework for nursing and midwifery education](#)
- R2.2 comply with the NMC [Standards for student supervision and assessment](#)
- R2.3 ensure that programme learning outcomes reflect relevant standards of proficiency
- R2.4 design and deliver a programme that supports students to return to their intended area of practice
- R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.6 state routes within the return to practice programme that allows:
  - R2.6.1 nurses to be readmitted to, or remain on, the register in one or more of the specific fields of nursing practice: adult, children, learning disabilities and mental health nursing
  - R2.6.2 midwives to be readmitted to, or remain on, the register as midwives
  - R2.6.3 specialist community and public health nurses (SCPHNs) to be readmitted to, or remain on, the register as specialist community and public health nurses
  - R2.6.4 nursing associates to be readmitted to, or remain on, the register as nursing associates
- R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, children, learning disabilities and mental health nursing
- R2.8 set out the general and professional content necessary to confirm the relevant standards of proficiency and programme outcomes for each part of the register

- R2.9 ensure that specific content such as: safeguarding, consent, pharmacology and medicines administration and optimisation is included for the student to be readmitted to, or remain on, the register
- R2.10 ensure the curriculum uses a range of learning and teaching strategies which may include flexible or distance learning, which must be used effectively and proportionately to support learning and assessment, and
- R2.11 ensure that all return to practice programmes are an appropriate length to support programme outcomes.

**Findings against the standard and requirements**

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

R2.1 ensure programmes comply with the NMC [Standards framework for nursing and midwifery education](#)  
 YES  NO

R2.2 comply with the NMC [Standards for student supervision and assessment](#)  
 YES  NO

R2.3 ensure that programme learning outcomes reflect relevant standards of proficiency  
 Nursing/ fields of nursing practice: adult, children, learning disabilities and mental health nursing  
 YES  NO  N/A

Midwives to be readmitted to, or remain on, the register as midwives  
 YES  NO  N/A

RtP midwifery isn't presented for approval.  
 Specialist community and public health nurses (SCPHNs)  
 YES  NO  N/A

RtP SCPHN isn't presented for approval.  
 Nursing associates  
 YES  NO  N/A

RtP nursing associate isn't presented for approval.

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

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

**MET**  **NOT MET**

R2.4 is met. The programme is designed to enable a flexible RtP in theoretical and practice learning. The programme team tell us that the learning and teaching strategy adopts a blended approach, ensuring that students are at the centre of their learning experience. The theoretical component of the programme is front loaded to ensure safety and to support student confidence prior to the practice learning experience. The range of topics included are designed to increase student awareness of contemporary adult nursing practice; there's a clear focus on leadership. SUCs tell us that the patient lived experience is a central theme in the taught component and they have experience of delivering sessions and are involved in assessments. Students' intended area of practice is considered during the allocation of a practice learning experience. Practice assessors and practice supervisors tell us that students work under supervision until practice supervisors and practice assessors are assured that they're safe and effective to provide care under indirect supervision.

The RtP PAD is comprehensively mapped to the FN:SPRN including annexes A and B. PLPs tell us that students must evidence appropriate professional behaviours, knowledge, understanding and skills when delivering safe and effective care before the programme proficiencies are achieved. Students are allocated to one practice learning experience and gain experience across a range of patients and settings through additional learning experiences. These are comprehensively documented as part of the assessment of practice and are monitored and recorded in the RtP PAD. Progression towards achievement of the proficiencies is recorded and confirmed by practice assessors and agreed by the academic assessor. The programme leader is the identified academic assessor.

**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**

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

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

YES  NO  N/A

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

YES  NO  N/A

RtP midwifery isn't presented for approval.

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

YES  NO  N/A

RtP SCPHN isn't presented for approval.

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

YES  NO  N/A

RtP nursing associate isn't presented for approval.

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

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

MET  NOT MET  N/A

R2.7 is met. There's comprehensive mapping of the content of the programme against the programme learning outcomes, assessments and the FN:SPRN including annexes A and B. The content is designed to enable students to return to the adult field of practice and provides a comprehensive overview of contemporary healthcare, leadership and the FN:SPRN. The content is clearly documented in the programme specification. Students tell us that the programme information is clear and accessible and that they understand what's required to successfully achieve the programme. The programme leader confirms that students explore care for a

range of people across the lifespan and in a variety of settings. There's documentary evidence that demonstrates how this exposure is recorded and monitored by the programme leader. Five simulation days focus on the complexity of care in different settings, for example caring for people on medicine and surgery wards, in community settings, managing sepsis and in orthopaedic settings. The programme team are further developing simulation learning to include inter-professional learning opportunities.

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

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

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

R2.8 is met. There's comprehensive mapping of the FN:SPRN to the programme learning outcomes, content and assessments. The general and professional content required to ensure a safe and effective adult practitioner is evident and there's a clear emphasis on leadership. The team are advised to consider how the FN:SPRN RtP mapping tool can be further enhanced to include mapping to all aspects of annexe B. (Recommendation one)

The RtP PAD is clearly mapped to the FN:SPRN. The programme team, PLPs, practice assessors and practice supervisors tell us that they're committed to providing students with theoretical content and practice learning experiences that enable them to care for people in contemporary healthcare.

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

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

RtP midwifery isn't presented for approval.

Specialist community and public health nurses (SCPHNs)

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

RtP SCPHN isn't presented for approval.

Nursing associates

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



RtP nursing associates isn't presented for approval.

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

**MET**  **NOT MET**

R2.9 is met. Programme documentation clearly evidences safeguarding as a clear theme in the theoretical content of the programme. Content confirms that students address consent, communication and accountability, emotional intelligence, working with vulnerable adults and safeguarding, mental health assessment, violence and aggression and breakaway training. These concepts are applied and assessed during practice learning experiences. Achievement of proficiency in these areas is recorded in the RtP PAD.

Pharmacists support the delivery of pharmacology and medicines administration and optimisation. Students are required to pass the safeMedicate summative assessment at 100 percent. Students are supervised and supported to develop confidence and to refresh their proficiency with medicine administration and optimisation during their practice learning experience. Students must pass a practical in-point medicines management exercise that includes the administration of medication; the outcome is recorded in the RtP PAD. Students can access additional support from the learning skills team and the clinical nurse specialist teams during their practice learning experience.

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

**MET**  **NOT MET**

R2.10 is met. The programme adopts a blended approach to learning and provides students with the opportunity to study at a distance and have face-to-face learning. The programme team, PLPs and students tell us that this flexible approach to learning is particularly important due to the rural nature of the area. It promotes accessibility and encourages RtP. Theoretical learning takes place two days a week for 10 weeks prior to students undertaking practice learning. Simulation days are an opportunity for students to refresh their practice confidence and build on existing knowledge. This approach ensures that they're thoroughly prepared to practice safe and effective care with confidence. Distance learning activities

include live and pre-recorded sessions. Communication is enhanced using Microsoft Teams and the VLE.	
R2.11 ensure that all return to practice programmes are an appropriate length to support programme outcomes.	
	<b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
R2.11 is met. Students undertake 420 hours of theoretical learning; 210 hours are scheduled teaching and 210 hours are self-directed learning. Teaching includes face-to-face, online and simulation activities. Practice learning is a minimum of 450 hours. PLPs and the programme team tell us that this time is required to ensure students have sufficient time to successfully achieve the FN:SPRN and the programme learning outcomes. Students can undertake practice learning on a part-time or full-time basis.	
Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to curricula and assessment are met	<b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>
Assurance is provided that Gateway 2: <a href="#">Standards for student supervision and assessment</a> relevant to assessment are met	<b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>
<b>Outcome</b>	
<b>Is the standard met?</b>	<b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
<b>Date:</b> 25 May 2021	
<b>Post event review</b>	
<b>Identify how the condition(s) is met:</b>	
N/A	
<b>Date condition(s):</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	

**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. Students are allocated to a specific practice learning experience that meets the requirement for their intended area of practice. The programme team,

PLPs, practice assessors and practice supervisors confirm that students are supernumerary and are able to access a range of alternative shorter learning experiences, ensuring that they can experience caring for a range of people. Five simulation days provide diversity of experience and include contributions from SUCs who share their personal experiences of care. Student facing documentation clearly guides students to record these experiences that evidence exposure to a diverse range of people. Practice assessors and the academic assessor monitor that students undertake these learning opportunities. Students confirm that practice learning experiences are effective in meeting their learning needs and enables them to deliver safe and effective practice.

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 clearly guides students to the importance of addressing communication and relationship management skills and procedures. The programme specification clearly identifies the areas to be addressed in preparing students to achieve these skills and procedures. Simulation sessions enhance the theory to practice link, and enhances peer and professional working relationships. Practice assessors and practice supervisors assure us that students are directed to undertake opportunities in practice to develop and evidence proficiency in the annexe B skills and proficiencies. Students are assessed on their communication and relationship management skills during their practice learning experience, with an in-point practical assessment focusing on leading, managing and co-ordinating care.

Practice assessors and practice supervisors describe examples of the opportunities available for students to develop communication and relationship management skills and procedures, including the challenges this can present dependent upon the practice learning environment. For example, the need to communicate and build trust in short time frames in general practice settings or team communication during day surgery. Practice assessors and practice supervisors tell us that they are confident that they're able to guide students to appropriate experiences to support the achievement of the FN:SPRN.

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. WGU work in partnership with a local AEI, BCUHB and PLPs to ensure allocated students correspond with educationally audited student numbers and capacity in practice learning environments. Biannual educational audits undertaken in practice learning environments indicate the suitability of learning in student's intended area of practice. Student practice experience is evaluated through a formal 'once for Wales' evaluation questionnaire. Students are allocated to a base area for their practice learning experience. The programme team, PLPs, practice assessors and practice supervisors confirm that supernumerary student learning ensures that they are able to access a range of alternative learning experiences for short periods, to ensure they experience caring for a range of people. The five simulation days provide diversity of experience and include SUCs sharing their personal experiences of care. Student facing documentation clearly guides students to record their experiences to evidence this diversity. This is monitored by practice assessors and the academic assessor. Students tell us that practice learning experiences enable them to develop their skills and achieve safe and effective holistic practice as an adult nurse.

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. The programme team tell us that they value the importance of simulated learning, with current and proposed investments in this provision for nursing. Students attend five simulation learning days focusing on a variety of client needs in diverse settings. SUC contribution ensures students have exposure SUC care experiences. Ongoing development of the simulation days will include the opportunity for inter-professional learning. Practice education facilitators (PEFs) support the assessment associated with simulated learning.

Students use the online safeMedicate medicine calculation platform, designed to increase safety and confidence in drug preparation and calculations. Numeracy is assessed during the programme with a pass mark of 100 percent.

The use of medical devices is addressed by PLPs in a taught session to enable students to gain confidence and safely practice using devices before they undertake their practice learning experience. The use of practice-based technology and medical devices is summatively assessed by practice assessors and recorded in the RtP PAD.

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

<b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>	
<p>R3.5 is met. The programme team, PLPs and students assure us that student individual need, circumstances and intended areas of practice are taken into consideration during the allocation of practice learning experiences. Where additional support is required, students can access the WGU inclusion services team and reasonable adjustments are made for theoretical and practice learning. There's a WGU mental health and wellbeing strategy that actively encourages students to access the wider student support services available. Support services are clearly documented in student facing information.</p>	
<p><b>Evidence provides assurance that the following requirements are met:</b> 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>	
<b>Outcome</b>	
<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> 25 May 2021</p>	
<b>Post event review</b>	
<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>	
<p><b>Revised outcome after condition(s) met:</b> <span style="float: right;"><b>MET</b> <input type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/></span></p> <p>N/A</p>	

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**Standard 4: Supervision and assessment**

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

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

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC [Standards for student supervision and assessment](#)

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

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

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

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

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

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

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

**Findings against the standards and requirements**

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

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

**MET**  **NOT MET**

R4.1 is met. There's a robust partnership infrastructure providing support, supervision, learning and assessment at WGU and in practice learning environments. There are robust quality assurance and governance structures and processes in place to support programme learning and student achievement. Managing risks and concerns processes are clearly detailed in a range of

programme documentation and there's evidence of effective management of risk arising from CQC or HIW reporting. PLPs tell us that risks to student learning and safety are effectively mitigated and WGU provide effective support to manage concerns and fitness to practise issues. Practice learning is underpinned by local level partnership agreements. There are strategic oversight arrangements that assure the quality of practice learning environments and that the SSSA is met. Students, practice assessors and practice supervisors confirm that they understand the roles required in the supervision and assessment of students in practice, and confirm that supervision and assessment is fair and effective.

Local level partnership agreements and the educational audit of practice learning environments ensures that educational governance, quality, safety and the effectiveness of practice learning environments is assured. Programme documentation confirms that continuous monitoring processes are in place. WGU and PLPs work in partnership to address any practice learning concerns; action plans are developed to ensure that concerns are addressed. There's evidence that confirms that written placement agreements are in place. The faculty academic senior management team confirm that academic resources are available to support the programme.

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC [Standards for student supervision and assessment](#)

**MET**  **NOT MET**

R4.2 is met. Documentary analysis and discussion at the approval visit provide assurance that the programme team and PLPs ensure student support, supervision, learning and assessment comply with the SSSA. Practice assessors and practice supervisors tell us that the preparation for their roles includes the importance of student empowerment and a culture of fair and objective assessment. PEFs provide guidance and support for practice assessors and practice supervisors in the preparation for their roles and for supporting students. They provide additional support for students who find practice learning challenging and support the development of specific, measurable, attainable, relevant, and time-based action plans to guide student achievement. The programme leader acts as academic assessor and personal tutor and has an effective overview of a student's challenges and achievement over the duration of the programme. Tripartite meetings in the practice learning environment are scheduled across the programme to ensure there's consistent support and guidance for students. These meetings include the academic assessor, students and practice assessors who record progression towards achievement of the proficiencies. The RtP PAD clearly details the process for achievement of the proficiencies. Practice assessors



assess students; this is confirmed by the academic assessor. PLPs and students are enthusiastic about how the practice supervisor and practice assessor roles will enhance student support and assessment. SUCs are aware of the SSSA roles and tell us that they're encouraged that the roles will enhance the ability of students to deliver safe and effective care.

**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. WGU have clear processes to provide students with feedback throughout the theoretical and practice learning elements of the programme. There's detailed mapping of the summative assessments to the programme learning outcomes. Students engage with formative and summative assessments and receive feedback that contributes to the development of their academic skills and demonstration of knowledge and understanding. Feedback and feed forward are integral to the assessment strategy. Students tell us that they value the feedback they receive on their academic submissions and the ongoing feedback from practice assessors and practice supervisors. They tell us about how, if required, they are referred to the student support services who provide constructive and honest feedback.

Practice assessors and practice supervisors tell us that they provide students with ongoing informal feedback while they are learning in practice. They stress the importance of telling students if they're failing to achieve. They tell us that communication with academic assessors enables them to provide positive feedback on student performance. The RtP PAD details the requirement for mid-point written and verbal feedback from practice assessors, alongside ongoing verbal and written feedback from practice supervisors. During the practice learning experience, students receive written and verbal feedback from SUCs, practice assessors, practice supervisors and their academic assessor. Tripartite meetings monitor student progress and provide the opportunity for formal feedback.

Programme documentation confirms that students who experience challenges in achieving the proficiencies are supported to achieve with action plans and additional support. Students tell us that feedback on their progress is invaluable and helps them to improve their performance. Additional support is provided by PEFs, link tutors and the programme leader.

There's a clear appeals and complaints process detailed in the programme documentation and students tell us that they are aware of the process and know how to appeal. Discussion with PLPs, the programme team and students provide assurance that the complaints process is transparent. Students tell us that they feel supported by academic staff to raise any concerns or complaints.

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. Formative and summative assessment ensures that student progress is monitored, and any challenges are addressed in a timely manner. Additional support is available from the WGU learning services team for any academic aspects of the programme. Practice assessors and practice supervisors tell us that they provide additional support and action plans for students who are experiencing challenges in achieving the proficiencies. The FN:SPRN are assessed and documented in the RtP PAD. Practice assessors tell us that they provide ongoing feedback and support to enable students to practice safe and effective care.

There's comprehensive mapping of the FN:SPRN, including annexes A and B, to the RtP PAD. We're assured by the programme team and PLPs that students have the opportunities they need to successfully achieve the programme learning outcomes and the FN:SPRN.

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

**MET**  **NOT MET**

R4.6 is met. The requirement to meet communication and relationship management skills and procedures is clearly documented in RtP PAD. Practice assessors and practice supervisors provide examples of the activities they undertake with students to ensure these skills and procedures are met. An example described is supporting students to develop assessment skills and techniques and building confidence in a first patient assessment in general practice surgery. The programme team tell us that the theoretical content that is

delivered prior to practice learning addresses the importance of these skills and procedures. The skills and procedures are summatively assessed by practice assessors and documented in the RtP 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 met. Students are required to demonstrate achievement of proficiency of the FN:SPRN. This requirement is clear in all student facing documentation. Practice supervisors work with students and practice assessors to identify learning opportunities to demonstrate the proficiencies. Practice assessors and practice supervisors tell us that they value the support they receive from the programme team and PEFs in guiding students towards achievement. Programme documentation and practice assessors are clear about the mechanisms for those students who don't meet the requirements of the programme. Students are supported to undertake additional practice hours in exceptional circumstances and a second attempt at the practice assessment, which is additional to the 450 practice experience hours. The academic assessor works effectively with practice assessors to ensure that all documentation evidences completion of the proficiencies prior to completion of the programme and readmittance to the 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**

**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. Practice assessors and practice supervisors tell us that students work with varying levels of supervision. They must be assured that a student is safe and effective in practice prior to supporting indirect supervision. The level of

supervision depends on the amount of time away from practice prior to commencing the programme. Practice assessors work in partnership with students to identify appropriate learning opportunities to enable them to gain the experience and confidence they need to practice independently. They're assessed through the achievement of the proficiencies that are documented and evidenced in the RtP PAD. Practice assessors and the academic assessor monitor progression towards achievement with students through tripartite meetings. Practice assessors are responsible for assessing and recording the achievement of the FN:SPRN in the RtP PAD; the academic assessor agrees and confirms this in the RtP PAD. External examiners review assessments, and programme results are formally reported at the WGU examination board.

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

YES  NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to supervision and assessment are met

YES  NO

### Outcome

Is the standard met? MET  NOT MET

Date: 25 May 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 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.

**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

RtP nursing associate isn't presented for approval.

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

YES  NO  N/A

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met

YES  NO

**Outcome**

**Is the standard met?**

MET  NOT MET

**Date:** 25 May 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

**Section four**

**Sources of evidence**

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

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors <b>Please specify route:</b> Nursing / field of nursing Adult	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student facing documentation including programme handbook <b>Please specify route:</b> Nursing / field of nursing Adult	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation (PAD) <b>Please indicate</b> which Standards of proficiency/competencies the PAD relates to: Nursing / field of nursing Adult	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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



Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: Midwifery, SCPHN and nursing associate RtP routes aren't presented for approval.		
List additional documentation: Post visit documentation: Revised, RPL mapping template, June 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: Alumni RtP student March 2020 x one		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
If you stated no above, please provide the reason and mitigation: WGU is an established AEI; visits aren't required.		
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):	Joanne Benn	Date:	31 May 2021
Checked by:	Bernadette Martin	Date:	3 June 2021
Submitted by:	Aman Dhanda	Date:	23 July 2021
Approved by:	Leeann Greer	Date:	30 July 2021