

Programme approval report

Section one

Programme provider name:	Manchester Metropolitan University
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	<p>Bolton NHS Foundation Trust</p> <p>Bridgewater Community Healthcare NHS Foundation Trust</p> <p>East Cheshire NHS Trust</p> <p>Greater Manchester Mental Health NHS Foundation Trust</p> <p>Manchester University NHS Foundation Trust</p> <p>Northern Care Alliance NHS Group</p> <p>Pennine Care NHS Foundation Trust</p> <p>Stockport NHS Foundation Trust</p> <p>Tameside and Glossop Integrated Care NHS Foundation Trust</p> <p>The Christie NHS Foundation Trust</p> <p>Wrightington, Wigan and Leigh Teaching Hospitals NHS Foundation Trust</p>
Programme reviewed:	<p>Return to practice:</p> <p>Nursing:</p> <p>Adult <input checked="" type="checkbox"/></p> <p>Mental health <input checked="" type="checkbox"/></p> <p>Children's <input checked="" type="checkbox"/></p> <p>Learning disabilities <input checked="" type="checkbox"/></p> <p>Midwifery <input type="checkbox"/></p>

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

RtP Midwifery	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>						
RtP Nursing Associate	<p>England only <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p>						
RtP SCPHN	<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/SCPHN	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>						
RtP Midwifery/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>						
Date of approval visit:	14 May 2021						
<p>Programme start date:</p> <p>Return to practice:</p> <p>Nursing: Adult Mental health Children's Learning disabilities</p> <p>Midwifery</p> <p>Nursing Associate</p>	<table border="1"> <tr> <td>20 September 2021</td> </tr> <tr> <td>20 September 2021</td> </tr> <tr> <td>20 September 2021</td> </tr> <tr> <td>20 September 2021</td> </tr> <tr> <td></td> </tr> <tr> <td>20 September 2021</td> </tr> </table>	20 September 2021	20 September 2021	20 September 2021	20 September 2021		20 September 2021
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SCPHN	<input type="text" value="20 September 2021"/>
Nursing/SCPHN	<input type="text" value="20 September 2021"/>
Midwifery/SCPHN	<input type="text"/>
QA visitor(s):	Registrant Visitor: Kudzai Mafuba

Section two

Summary of review and findings

Manchester Metropolitan University (MMU) department of nursing (the department) is seeking approval for a return to practice (RtP) programme with adult, child, learning disabilities and mental health nursing, nursing associate (NA) and specialist community public health nursing (SCPHN) routes. MMU are also proposing a nursing/SCPHN route to enable students to return to both nursing (part one) and SCPHN (part three) of the register. The proposal doesn't include those wishing to return to midwifery or SCPHNs with lapsed midwifery and SCPHN registration.

The proposed programme has been developed in accordance with the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), Standards for student supervision and assessment (SSSA) (NMC, 2018), Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018), Standards for RtP programmes (SRtPP) (NMC, 2019), Standards of proficiency for NAs (SPNA) (NMC, 2018) and Standards of proficiency for specialist community public health nurses (SPSCPHN) (NMC, 2004). The proposal is to commence the programme in September 2021.

There's evidence of effective partnership working between the approved education institution (AEI) and practice learning partners (PLPs) at both strategic and operational level. Students who are employed by PLPs on band three contracts are guaranteed employment on successful completion of the programme. PLP representatives at the approval visit confirm that they also provide placements for direct entry route students who aren't employed by PLPs.

The proposed programme comprises a single 30-credit module for all six professional practice routes. For students undertaking the nursing/SCPHN route, the programme is also a single 30-credit module. However, the nursing/SCPHN students need to demonstrate safe and effective practice in line with both the FN:SPRN and SPSCPHN. Successful completion of the RtP programme will enable nurses, SCPHNs and NAs to remain on, or be readmitted to, the NMC register. Students who fail to complete the programme or fail to meet the NMC standards of proficiency relevant to their field of practice will be unable to re-register with the NMC.

Documentary evidence indicates effective partnership working between the AEI and key stakeholders through the greater Manchester (GM) RtP group, which includes PLPs and Health Education England (HEE) representatives in the region. Strategic and operational meeting structures ensure that PLPs are collaboratively engaged in the design, development and ongoing delivery of the programme.

The programme has clear processes in place to ensure public protection, and the fitness to practise of students is assured through robust quality processes. Equality and diversity are addressed through a range of policies and processes from application through to registration.

The GM group of universities, which includes MMU, works in partnership with PLPs in the GM area to ensure a collaborative approach for implementing the SSSA. MMU have developed bespoke practice assessment documents (PADs) for each of the routes within the RtP programme; the nursing PAD, SCPHN PAD and NA PAD.

The approval visit is undertaken remotely due to COVID-19.

The SFNME is met at programme level. The SSSA are met at programme level.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

Programme is recommended to the NMC for approval

Programme is recommended for approval subject to specific conditions being met

Recommended to refuse approval of the programme

<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>None identified.</p>
<p>Date condition(s) to be met:</p>	<p>N/A</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>None identified.</p>
<p>Focused areas for future monitoring:</p>	<p>Placement allocations for direct entry route students.</p>

<p align="center">Programme is recommended for approval subject to specific conditions being met</p>	
<p>Commentary post review of evidence against conditions:</p> <p>N/A</p>	
<p>AEI Observations</p>	<p>Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>

Summary of observations made, if applicable	Programme start date amended. Reference to the NWPAD changed to 'nursing PAD' to reflect the fact the AEI have their own PAD. Amendments made to RPL references to accurately reflect the AEIs processes. Programme hours and length confirmed.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	N/A

Section three

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

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

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

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

Standard 1: The learning culture:

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

Standard 2: Educational governance and quality:

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

Standard 3: Student empowerment:

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

There's documentary evidence demonstrating that MMU, employers, PLPs, students and service users collaborate in developing the programme. We find that support, oversight, governance and quality assurance processes for the programme are in place to ensure effective learning. There are written partnership agreements in place between the AEI and PLPs. Documentation demonstrates that the AEI and PLPs provide adequate support to practice supervisors, practice assessors and academic assessors by facilitating preparation for their roles and providing enough time for them to support and give constructive feedback to students.

There's a service user and carer (SUC) involvement strategy. We're told that there are dedicated staff and resources available to support academic staff in promoting public engagement. We're told the MMU work in collaboration with focus on involvement (FOI) in developing and implementing their SUC strategy. FOI is an independent group which works with five other AEIs in the region. The group membership includes young adults with mental health needs, people with physical disabilities, people with acute hospital admission experiences, older people and people with learning disabilities. The programme team tell us that SUCs are involved in programme development, selection, teaching and programme evaluation. We're told that SUCs were consulted about the content of the proposed programme, which SUCs confirm. SUCs tell us they're valued and appreciated by the programme team and department. They receive appropriate training and development for their participation with the programme and actively look forward to engaging with the process.

The SSSA has been implemented across all NMC programme provision at the AEI. The preparation of students and PLPs is detailed in gateway two. PLPs at the visit confirm that they're prepared for their roles as practice supervisors and practice assessors, with a nominated person identified in each placement area.

MMU, PLPs and other AEIs in the region have developed a regional framework for the preparation of practice supervisors, practice assessors and academic assessors which sets out the various roles and responsibilities. We're told that practice learning experiences for employees and direct entry route students are discussed at regional meetings. These meetings are held regularly throughout the year with the programme leader, practice education facilitators (PEFs), GM project office representatives, the HEE north west RtP professional lead and PLPs.

A process to raise and escalate any concerns is in place for students, practice supervisors and practice assessors in practice learning environments. In addition, the programme team and PLPs describe collaborative reporting and management processes they use to investigate serious untoward incidents. Both PLPs and students confirm their understanding of processes to use if difficulties are encountered and tell us they feel confident their circumstances are considered.

PLPs tell us they maintain registers for practice supervisors and practice assessors. Details of practice supervisors are captured through the placement audit process. Documentation demonstrates there are robust processes in place to ensure that the protection of vulnerable people, occupational health status, mandatory training requirement status and practice supervision and assessment requirements of each student are maintained.

Students confirm that they were consulted on the development of the proposed programme. Students are aware of who and how to communicate if they have any questions, problems or concerns. PLPs tell us they're keen to employ students at band three with a commitment to employment as registrants on successful completion of the RtP programme.

Documentation demonstrates that the AEI has processes in place to facilitate student empowerment. Stakeholder event documentation provides evidence that feedback from past student evaluations has informed the new curriculum design process. There are feedback reporting processes in place at all levels of the AEI. There are processes to ensure timely feedback is given to students in both university and practice settings. Students tell us their voice is encouraged at regular meetings with the AEI and PLPs. Students, PLPs and SUCs confirm this. Students say they receive support, receive timely feedback and know when their assessments are due for submission. Students are represented on several groups

including the programme development board and subgroups. Students are given an opportunity to provide feedback through a module feedback survey. They feedback on their experience of practice learning through the online quality management of the practice learning environment website. Feedback obtained from student evaluations informs the ongoing monitoring processes of the programme. Findings from these are reported back to practice and to the department. Student feedback on practice learning is shared with the clinical team to further support practice learning development.

Senior academic staff confirm that there are enough resources to deliver the programme. Programme documentation shows that MMU has a process for developing the academic assessor role. MMU and PLPs work collaboratively to organise placements. PLPs allocate practice supervisors and practice assessors and MMU allocate academic assessors.

Blended learning and teaching strategies enhance student engagement, accessibility, flexibility and personalisation of the module using technology/digital learning where appropriate. Lecturers, PLPs, SUCs and students contribute to the authenticity of the teaching and learning experience using scenarios to contextualise practice.

There are opportunities for students to have inter-professional learning (IPL) in both theory and practice. Nurses, SCPHNs and NAs have shared teaching and learning experiences in theory sessions. The programme team tell us IPL will take place throughout the programme and will involve other allied health professions' students in practice settings.

The assessment and feedback process considers students' individual learning needs including reasonable adjustments and support needs. Students choose the mode of theoretical assessment. This is either a written assignment or oral presentation. Previous RtP students tell us they felt supported by the academic teaching team and practice areas, and that the programme prepared them to return as a registered nurse.

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

MET **NOT MET**

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: [Standards for student supervision and assessment](#)

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

Student journey through the programme
Standard 1: Selection, admission and progression
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R1.1 confirm on entry to the programme that students are, or were, registered with the NMC</p> <p>R1.2 confirm on entry to the programme that students:</p> <p>R1.2.1 demonstrate values in accordance with the Code</p> <p>R1.2.2 have capability to behave in accordance with the Code</p> <p>R1.2.3 have capability to update numeracy skills required to meet programme outcomes</p> <p>R1.2.4 can demonstrate they meet NMC English language requirements</p> <p>R1.2.5 have capability in literacy to meet programme outcomes</p> <p>R1.2.6 have capability for digital and technological literacy to meet programme outcomes</p> <p>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.</p> <p>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</p>

<p>regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully</p> <p>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</p> <p>R1.6 consider students' prior learning and experience in relation to the standards of proficiency, programme outcomes, and the students intended scope of practice upon readmission, and</p> <p>R1.7 support students throughout the programme in updating their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes.</p> <p>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.</p>
<p>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).</p>
<p>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).</p>
<p>Findings against the standard and requirements</p>
<p>Evidence provides assurance that the following requirements are met:</p> <p>R1.1 confirm on entry to the programme that students are, or were, registered with the NMC YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>R1.2 confirm on entry to the programme that students:</p> <p>R1.2.1 demonstrate values in accordance with the Code YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>

- R1.2.2 have capability to behave in accordance with the Code **YES** **NO**
- R1.2.3 have capability to update numeracy skills required to meet programme outcomes **YES** **NO**
- R1.2.4 can demonstrate they meet NMC [English language requirements](#) **YES** **NO**
- R1.2.5 have capability in literacy to meet programme outcomes **YES** **NO**
- R1.2.6 have capability for digital and technological literacy to meet programme outcomes **YES** **NO**
- R1.3 ensure students' [health and character](#) is sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's [health and character guidance](#). This includes facilitating satisfactory and timely occupational health assessment and criminal record checks. **YES** **NO**
- R1.4 ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully **YES** **NO**
- R1.5 ensure the person responsible for directing the educational programme or their designated substitute is able to provide supporting declarations of health and character for students who have completed a return to practice programme **YES** **NO**

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

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

MET **NOT MET**

R1.6 is met. Students wishing to apply for recognition of prior learning (RPL) are referred to academic staff with the required nursing field/NA/SCPHN knowledge and programme experience, in line with MMU policy.

There are processes in place for considering both theory and practice learning in relation to the relevant standards of proficiency, programme outcomes and the student's intended scope of practice upon readmission. Students complete a diagnostic assessment form during the application process to assess their prior learning experiences. These are further discussed with students during the selection process and during the programme. The RPL process enables students with relevant knowledge and experience to opt out of certain taught sessions. The programme team tell us that this rarely happens and students are keen to attend everything available to them.

In practice, the PADs start with a student formative assessment, and their previous learning and experience is reviewed by the practice assessor. In relation to practice hours there's an outcome-based approach where students start with a minimum of 150 hours, and then increase time in practice according to the amount of time they need to achieve the programme outcomes and relevant proficiencies. There's an individual approach in practice focused on the individual needs of the student following formative/diagnostic assessment. There's also flexibility for students in relation to attendance for theory learning depending on the students' prior experience.

The external examiner reviews all RPL portfolios.

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. Literacy, numeracy, digital and technological literacy are mapped against programme standards and module outcomes. The programme review submission document, student handbook, programme specification and module descriptor provide details of the curriculum and learning and teaching strategies. These documents clearly articulate how students are supported throughout their

programme in developing their numeracy, literacy, digital and technological literacy skills to meet the programme outcomes. The university's teaching and learning strategy highlights the importance of digital learning and demonstrates where this is embedded within the programme.

MMU have extensive student study support, including numeracy support and study skills. During the programme students are offered numeracy, literacy, digital and technological literacy learning opportunities through online, scheduled and drop-in face to face sessions. Students have formative workbooks to complete. During the programme students are provided with academic writing skills and literature searching skills sessions. To enhance their literacy skill and digital and technological literacy skills, students engage in online learning and the use of other technologies such as clinicalskills.net.

Numeracy is evidenced prior to interview and selection and within the relevant PAD. The programme team tell us that students must evidence numeracy skills in practice. This is assessed in the relevant PAD. Students have access to clinicalskills.net which has resources for medicines administration and management, which they use to develop their knowledge and skills.

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.

Students on the existing programme won't be transferring to the new programme.

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

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

Students on the existing programme won't be transferring to the new programme.

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

YES **NO**

Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 14 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 <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 2: Curriculum
<p>Approved educations institutions, together with practice learning partners, must:</p> <p>R2.1 ensure programmes comply with the NMC Standards framework for nursing and midwifery education</p> <p>R2.2 comply with the NMC Standards for student supervision and assessment</p> <p>R2.3 ensure that programme learning outcomes reflect relevant standards of proficiency</p> <p>R2.4 design and deliver a programme that supports students to return to their intended area of practice</p> <p>R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language</p> <p>R2.6 state routes within the return to practice programme that allows:</p> <p>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</p> <p>R2.6.2 midwives to be readmitted to, or remain on, the register as midwives</p> <p>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</p>

- 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

A midwifery route isn't proposed.

Specialist community and public health nurses (SCPHNs)

	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>
Nursing associates	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>

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 learning outcomes are mapped to the FN:SPRN, SPNA and SPSCPHN. Documentation clearly shows that students have learning and practice experience opportunities in appropriate practice learning environments relevant to the field of nursing, SCPHN or NA practice. Documentation shows that the contents of the module enhances students' learning relating to caring for people in all four fields of nursing practice and across the lifespan. Documentation demonstrates that the programme supports students to return to their intended area of practice.

Registered nurse (adult, mental health, children's, learning disabilities) route:

RtP documentation indicates that the FN:SPRN are mapped to the module learning outcomes. The programme team and PLPs confirm at the visit that placements include relevant field specific experiences. This provides the RtP nursing students with opportunities to meet the practice proficiencies required in the nursing PAD.

SCPHN route:

RtP documentation indicates that the SPSCPHN are mapped to the module learning outcomes. The programme team and PLPs confirm at the visit that placements include relevant experiences. This provides the RtP SCPHN students with opportunities to meet the practice proficiencies required in the SCPHN PAD.

Nursing/SCPHN route:

RtP documentation indicates that the FN:SPRN and SPSCPHN are mapped to the module learning outcomes. The programme team and PLPs confirm at the visit that placements include relevant experiences. This provides the RtP nursing/SCPHN students with opportunities to meet the practice proficiencies required in the nursing PAD and SCPHN PAD.

NA route:

RtP documentation indicates that the SPNA are mapped to the module learning outcomes. The programme team and PLPs confirm at the visit that placements include relevant experiences. This provides the RtP NA students with opportunities to meet the practice proficiencies required in the NA PAD.

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

A midwifery route isn't proposed.

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

Yes No N/A

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

Yes No N/A

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. The programme specification and module descriptor demonstrate that the programme content is appropriate for adult, children's, mental health and learning disabilities nursing as per requirements of the FN:SPRN. Field specific application of learning is articulated in the documentation. The programme team confirm this. The nursing PAD ensures that proficiencies, relationship management skills and nursing procedures are met in placement learning appropriate to the field of practice.

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 (Nursing). We found that the programme learning outcomes are mapped to the FN:SPRN. Documentation clearly shows that students have learning and practice experience opportunities in appropriate practice learning environments relevant to the field of nursing practice. Documentation shows that the contents of the module enhances students' learning relating to caring for people in all four fields of nursing practice and across the lifespan. Documentation demonstrates that the programme supports students to return to their intended area of practice. The nursing PAD is mapped to the FN:SPRN, relationship management skills and nursing procedures. Students are required to successfully pass both summative theory and practice assessments.

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

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

A midwifery route isn't proposed.

Specialist community and public health nurses (SCPHNs)

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

R2.8 is met (SCPHN). We found that the programme learning outcomes are mapped to the SPSCPHN. Documentation clearly shows that students have learning and practice experience opportunities in appropriate practice learning environments relevant to adult nursing practice. The SCPHN PAD is mapped to the SPSCPHN. Documentation demonstrates that the programme supports students to return to adult specialist community and public health practice.

Students are required to successfully pass both summative theory and practice assessments.

Nursing associates

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

R2.8 is met (NA). We found that the programme learning outcomes are mapped to the SPNA. Documentation clearly shows that students have learning and practice experience opportunities in appropriate practice learning environments. Documentation shows that the contents of the module enhances students' learning relating to caring for people across the lifespan. The NA PAD is mapped to the SPNA, relationship management skills and nursing procedures. Students are required to successfully pass both summative theory and practice assessments.

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. The programme team tell us that content is covered in both theory and practice learning. Students are assessed on safeguarding, law and consent in practice. There are raising concerns processes in place, evidenced through the documentation. Students we met explain to us the process of raising concerns, indicating and clearly demonstrating their full awareness of the process.

Registered nurse (adult, mental health, children's, learning disabilities) route:

Documentary evidence shows mapping of law, safeguarding, consent, pharmacology and medicines administration and optimisation in the module and the nursing PAD. Medicines administration and optimisation is assessed through the nursing PAD.

SCPHN route:

Documentary evidence shows mapping of law, safeguarding, consent, pharmacology and medicines administration and optimisation in the module and the SCPHN PAD. Medicines administration and optimisation is assessed through the SCPHN PAD.

Nursing/SCPHN route:

Documentary evidence shows mapping of law, safeguarding, consent, pharmacology and medicines administration and optimisation in the module and

the nursing PAD/SCPHN PAD. Medicines administration and optimisation is assessed through the SCPHN PAD.

NA route:

Documentary evidence shows mapping of law, safeguarding, consent, pharmacology and medicines administration and optimisation in the module and the NA PAD. Medicines administration and optimisation is assessed through the NA PAD.

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

MET **NOT MET**

R2.10 is met. Teaching strategies articulated in the documentation include lectures (face to face or online), seminars, problem-based learning, skills sessions/workshops, individual and group tutorials, group work, directed e-learning, guided reflection, simulation, work-based learning (practice placement) and guided independent study. The programme team provide assurance that the range of learning and teaching strategies, including flexible and distance learning, are used effectively and proportionately to support learning and assessment. Students confirm this. The programme and module specifications demonstrate that there are appropriate module aims and learning outcomes. Students tell us that learning and teaching strategies are effective and help them achieve module and programme outcomes.

Documentation demonstrates that, during the programme, students complete a minimum of 150 hours practice learning, which is increased according to how long the student needs to meet the relevant proficiencies, up to a maximum of 450 hours. Practice learning is organised collaboratively between MMU and PLPs.

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

MET **NOT MET**

R2.11 is met. The programme is delivered twice per year over a period of five to seven months. The programme length is ten days of theory learning and a minimum of 150 hours of practice learning. Students can undertake up to a maximum of 450 hours of practice learning to achieve the relevant proficiencies. If a student is unsuccessful they're able to resit in practice for a period of up to 150 hours.

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met		YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to assessment are met		YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
Outcome					
Is the standard met?		MET	<input checked="" type="checkbox"/>	NOT MET	<input type="checkbox"/>
Date: 14 May 2021					
Post event review					
Identify how the condition(s) is met:					
N/A					
Date condition(s):					
N/A					
Revised outcome after condition(s) met:		MET	<input type="checkbox"/>	NOT MET	<input type="checkbox"/>
N/A					

Standard 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. Across GM there are extensive practice learning opportunities which enable students to gain a range of skills working with a diverse range of people. There's close partnership working between the AEIs placements team and PLPs. Documentation and discussions at the approval visit demonstrate a commitment to ensuring that RtP students are placed in learning environments that are relevant to their intended area of practice. The GM health and care learning environment strategy 2021-2024 encourages the extension of learning environments beyond the traditional 'healthcare' settings, which enables students to meet proficiencies across a wider range of settings.

The practice learning environment audit document identifies the learning opportunities within each environment and indicates where students have the opportunity to develop specific skills. Allocation of practice learning experiences is undertaken collaboratively between PLPs and MMU. We're told that all placement allocations are planned to ensure students have a variety of different learning experiences during the programme.

PLPs tell us they maintain registers for practice supervisors and practice assessors. Details of practice supervisors are captured through the practice learning audit process and the NMC revalidation process. PLPs confirm that they've responsibility for organising placements for both employed and direct entry route students. In the practice learning environment, students undertake a

minimum of 150 hours of practice learning. We're told by the programme team and PLPs that spoke placements are arranged where required for students to meet programme requirements.

Registered nurse (adult, mental health, children's, learning disabilities) route:

The nursing PAD is used to evidence achievement of proficiencies, skills and procedures for the nursing programme. Students are afforded the opportunity to undertake additional learning experiences where needed to meet programme outcomes. Documentary evidence, the programme team and PLPs confirm that placements provide experiences in field specific care settings such as acute hospitals, assessment and treatment units and community teams to allow students to experience caring for a diverse range of people across all four fields of nursing practice.

SCPHN route:

The SCPHN PAD is used to evidence achievement of proficiencies, skills and procedures for the SCPHN route. Students are afforded the opportunity to undertake additional learning experiences where needed to meet programme outcomes. We're told by the programme team and PLPs that placements provide experiences in a variety of care settings to allow students to experience caring for a diverse range of people.

Nursing/SCPHN route:

The SCPHN PAD and nursing PAD are used to evidence achievement of proficiencies, skills and procedures for the nursing/SCPHN route. Students are afforded the opportunity to undertake additional learning experiences where needed to meet programme outcomes. We're told by the programme team and PLPs that placements provide experiences in a variety of care settings such as community teams to allow students to experience caring for a diverse range of people.

NA route:

The NA PAD is used to evidence achievement of proficiencies, skills and procedures for the NA programme. Students are afforded the opportunity to undertake additional learning experiences where needed to meet programme outcomes. We're told by the programme team and PLPs that placements provide experiences in a variety of care settings to allow students to experience caring for a diverse range of people across the lifespan.

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. The employment model places emphasis on PLPs to support the students through formal induction processes relevant for their intended area of practice, including communication and management skills. RtP students benefit from additional support from the RtP academic team and are assessed against the relevant NMC standards of proficiency to ensure they can provide safe and effective care. There are opportunities for self-funding students who aren't engaged in the employment model, and placements are arranged collaboratively between the AEI's practice placement allocator and PLPs to ensure that students have appropriate experiences suitable for the relevant intended area of practice and standards of proficiency.

Registered nurse (adult, mental health, children's, learning disabilities) route:

All communication and relationship management skills and nursing procedures are mapped to the nursing PAD. These are summatively assessed. The practice learning environment audit document identifies the learning opportunities within each environment and indicates where students have the opportunity to develop some of the more specific skills within annexes A and B of the FN:SPRN. The variety of practice learning experiences students have, as detailed within the practice learning plans, facilitate students developing these skills within the context of their field of practice. Documentation and the programme team confirm that students have practice learning experiences in all four fields of nursing practice.

SCPHN route:

Documentation demonstrates that SCPHN students have practice learning experiences in several different clinical practice settings within their employer organisations. All communication and relationship management skills and nursing procedures are mapped to the SCPHN PAD. Students confirm they have a wide range of experiences, which enable them to meet the requirements of the RtP programme.

Nursing/SCPHN route:

Students undertaking the nursing/SCPHN route complete relevant placements and both the nursing PAD and SCPHN PAD. As indicated above all communication and relationship management skills and nursing procedures are mapped to these PADs.

NA route:

All communication and relationship management skills and nursing procedures are mapped to the NA PAD. These are summatively assessed. The audit of the practice learning environment document identifies the learning opportunities within

each environment and indicates where students can have the opportunity to develop some of the more specific skills within annexes A and B of the SPNA. The variety of practice learning experiences students have, as detailed within the practice learning plans, facilitate students developing these skills within their scope of practice. Documentation and the programme team confirm that students have practice learning experiences appropriate to all four fields of practice.

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

MET **NOT MET**

R3.3 is met.

Registered nurse (adult, mental health, children's, learning disabilities) route:

Documentation demonstrates that RtP nursing students have practice learning experiences in different clinical practice settings. Students confirm they've a wide range of experiences, which enable them to meet the requirements of the RtP programme. RtP nursing students have field specific placements.

SCPHN route:

Documentation demonstrates that RtP SCPHN students have practice learning experiences in several different clinical practice settings within their employer organisations or other PLPs. This provides them with experiences and opportunities to demonstrate ability to meet the holistic needs of people across a range of settings. The programme team tell us that many RtP SCPHN students negotiate experience in different settings to ensure a wide range of learning experiences. We're told that students have opportunities to integrate their practice experience with the GM social prescribing initiative, following a patient pathway approach.

Nursing/SCPHN route:

Documentation demonstrates that RtP nursing/SCPHN students have practice learning experiences in several different clinical practice settings within their employer organisations or other PLPs. This provides them with experiences and opportunities to demonstrate ability to meet the holistic needs of people across a range of settings. The programme team tell us that many RtP SCPHN students will negotiate experience in different settings to ensure a wide range of learning experiences. We're told that students have opportunities to integrate their practice experience with the GM social prescribing initiative, following a patient pathway approach.

NA route:

Documentation demonstrates that RtP NA students have practice learning experiences in several different clinical practice settings within their employer organisations or other PLPs.

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. Documentation demonstrates that learning content is delivered using blended learning approaches, including synchronous and asynchronous teaching. There's also simulation to contextualise nursing/SCPHN/NA practice to improve the student experience and to ensure readiness for contemporary practice in the intended area of practice. We're told that technologically enhanced and simulation-based learning are used during the clinical skills element of the programme, both in the university setting and practice learning environments.

Students participate in technology enhanced learning using online learning resources. RtP students have access to clinicalskills.net for both theory and practice learning. Moodle, the AEI's virtual learning environment, is used to facilitate blended theory learning. We're told that some students will undertake the module remotely and therefore will engage with elements of the teaching and learning online through online classrooms.

We're told that simulated learning is used to facilitate learning of skills and procedures during the theoretical component of the module. The programme team tell us that there may be occasions where it isn't possible to achieve exposure to some skills or procedures in practice. These skills are then taught and assessed using simulation. We're told that this is assessed on an individual basis and systems are put in place as and when required to facilitate this.

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

MET **NOT MET**

R3.5 is met. The programme documentation shows that there are robust processes in place to take account of students' individual needs and personal circumstances with regards to reasonable adjustments and practice learning allocations. MMU offers a range of support aimed at the wellbeing and health of students. There's a reasonable adjustment strategy and guidance for students. We're told by the programme team that students' individual needs and personal circumstances are discussed on entry to the programme. The programme team tell

us that all those who accept a place on the programme must complete an occupational health screening questionnaire, which is reviewed by MMU's occupational health provider. Students are encouraged to disclose any disabilities from commencement of the programme to ensure early support.

The process for allocating a placement is that students provide information as to their preferred area of practice, hours they can work a week and any other requirements; the placements office then send out requests to the relevant PEFs. Students on the employer led model can negotiate with their employer to determine a suitable placement in line with their intended area of practice.

Documentation demonstrates that MMU and PLPs are committed to the requirement that students on the RtP programme have supernumerary status during practice learning. PLPs and students confirm this.

We're told by the programme team that reasonable adjustments are discussed during the induction interview and documented in the relevant PAD. Students tell us they're actively made aware of opportunities for reasonable adjustments to be made in both theory and practice learning environments. Students tell us the AEI and their PLPs take personal circumstances that impact on their learning into account when arranging placements.

Evidence provides assurance that the following requirements are met:

R3.6 ensure that students are supernumerary.

Yes No

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 14 May 2021

Post event review

Identify how the condition(s) is met:

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

Standard 4: Supervision and assessment

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

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

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. The student handbook, nursing PAD, NA PAD, SCPHN PAD and other programme documents articulate the roles and responsibilities of the personal tutor, academic assessor, practice supervisor and practice assessor in providing support, supervision, learning and assessment that complies with the SFNME. The AEI has induction, training, ongoing development and support for academic staff which ensures compliance with the SFNME in relation to support, supervision, learning and assessment of students. MMU staff development includes processes for making reasonable adjustments and equality and diversity.

Students tell us that academic assessors, practice supervisors and practice assessors support them. There's a GM strategy for preparing and supporting all roles stated within the SSSA. The department has quality assurance processes in place, which govern the effectiveness and provision of practice learning experiences.

PLPs tell us that some students are employees and some are fee paying. MMU collaborate with PLPs to organise placement learning experiences and adopt a structured approach for additional learning opportunities that students may require to meet the relevant proficiencies. We're told that placement allocation information is communicated effectively between MMU and PLPs.

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. The student handbook, nursing PAD, NA PAD, SCPHN PAD and other programme documents articulate the roles and responsibilities of the personal tutor, academic assessor, practice supervisor and practice assessor in providing support, supervision, learning and assessment that complies with the SSSA. There's a strategy for preparing and supporting practice supervisors, practice assessors and academic assessors. Practice documentation and placement agreement documentation articulate the partnership arrangements relating to the support, supervision, learning and assessment of students during practice learning. This documentation provides structure and processes for managing practice learning support, supervision and assessment of students. In addition, the partnership agreement outlines the processes of monitoring and quality assurance processes for practice learning.

The practice audit and learning environment tool is used to ensure that learning opportunities and placement capacity is consistent with the SSSA. PLPs maintain registers of practice supervisors and practice assessors. MMU maintain a register of academic assessors.

Evidence provides assurance that the following requirement is met:

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

YES NO

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

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

MET NOT MET

R4.4 is met. Documentation shows that students are provided with timely feedback to support their development in both theory and practice learning. The practice supervisor, practice assessor and academic assessor preparation programmes and role requirements ensure that staff are prepared in giving effective feedback and feed-forward to enable students to reflect on and improve their practice. Processes in place demonstrate that students receive timely feedback for all assessments. RtP nursing students confirm this.

The nursing PAD, SCPHN PAD and NA PAD outline how feedback is provided. The PADs include space for SUCs to provide feedback to students. Students tell us they receive written feedback and feed-forward from module tutors and academic assessors for all module assessments as they work towards the submission of each assessment.

RtP nursing students tell us formative feedback on assessment draft work is provided and is timely and constructive. Practice interviews and assessments are recorded in the PADs between the student, practice assessors and academic assessor at initial, mid-point and final stages of the placement area.

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. There's a continuous assessment strategy for the development towards and achievement of proficiencies, which is focused on the student's area of practice. The programme and module learning outcomes require students to demonstrate specific application of knowledge and skills.

Registered nurse (adult, mental health, children's, learning disabilities) route:

The nursing PAD is used to assess RtP nursing students' achievement of practice learning. The nursing PAD includes the FN:SPRN and demonstrates that students will meet programme outcomes for their field of nursing practice; adult, mental health, learning disabilities or children's nursing. The nursing PAD details the proficiencies, skills, professional attitudes, values and behaviours, relationship and management skills and nursing procedural skills to be learnt and assessed as part of the programme requirements.

SCPHN route:

The SCPHN PAD is used to assess RtP SCPHN students' achievement of practice learning. The SCPHN PAD includes the SPSCPHN. The SCPHN PAD details the programme requirements that are learnt and assessed for students to successfully complete the RtP programme.

Nursing/SCPHN route:

The SCPHN PAD and nursing PAD are used to assess RtP nursing/SCPHN students' achievement of practice learning. The SCPHN PAD includes the SPSCPHN. The SCPHN PAD details the programme requirements that are learnt and assessed for students to successfully complete the RtP programme. The nursing PAD includes the FN:SPRN and demonstrates that students meet programme outcomes for their field of nursing practice; adult, mental health, learning disabilities or children's nursing.

NA route:

The NA PAD is used to assess RtP NA students' achievement of practice learning. The NA PAD includes the SPNA. The NA PAD details the programme requirements that will be learnt and assessed for students to successfully complete the RtP programme.

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

MET **NOT MET**

R4.6 is met. All communication and relationship management skills and nursing procedures are mapped to the module within the programme. They're also mapped to the nursing, SCPHN and NA PADs. These skills and procedures are summatively assessed in practice.

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

MET **NOT MET**

R4.7 is met. Documentation shows that all students are summatively assessed, both in theory and in practice. Documentation shows that MMU has quality assurance systems in place to ensure that students meet the proficiencies relevant to their area of practice. Documentation shows that practice supervisors and practice assessors confirm completion of practice hours and achievement of the relevant standards of proficiency.

The programme team tell us that the dates for interim and final feedback are established at the preliminary meeting and are determined by the needs of each individual student as they progress through the programme. We're told that this helps to ensure a student-centred approach and ensures the provision of robust and timely feedback.

Practice assessors assess students to confirm proficiency in preparation for being readmitted to, or remaining on, the register and this is documented in the relevant practice assessment documents.

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 academic assessors provide a confirmatory statement in the relevant PAD to confirm students have achieved the relevant standards of proficiency and recommend suitability of the students to be readmitted to, or remain on, the register.

On successful completion of the module, the programme leader signs the declaration of good health and good character to enable students to return to the register.

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: 14 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

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

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

Outcome

Is the standard met? MET NOT MET

Date: 14 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):

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

Practice placement handbook: Please specify route: Nursing / field of nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nursing associate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against Standards for return to practice programmes (NMC, 2019) for each route: Nursing / field of nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nursing associate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the Standards for return to practice programmes (NMC, 2019) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme lead: Nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nursing associate	<input checked="" type="checkbox"/>	<input 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: A midwifery route isn't proposed.		
List additional documentation:		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Nursing (adult), September 2019 intake x one Nursing (children's), February 2021 intake x one Nursing (adult), February 2021 intake x two Nursing (adult), March 2020 intake x four		
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: MMU is an approved AEI. No practice and resource visits are required.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

Author(s):	Professor Kudzai Mafuba	Date:	25 May 2021
Checked by:	Ian Felstead-Watts	Date:	28 May 2021
Submitted by:	Amy Young	Date:	15 July 2021
Approved by:	Emiko Hughes	Date:	15 July 2021