

Programme approval report

Section one

Programme provider name:	Bangor University
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	Betsi Cadwaladr University Health Board Private, voluntary and independent health care providers Education and social care providers
Programme reviewed:	Return to practice: Nursing: Adult <input checked="" type="checkbox"/> Mental health <input checked="" type="checkbox"/> Children's <input checked="" type="checkbox"/> Learning disabilities <input checked="" type="checkbox"/> Midwifery <input type="checkbox"/> Nursing Associate <input type="checkbox"/> SCPHN <input type="checkbox"/> Nursing/SCPHN <input type="checkbox"/> Midwifery/SCPHN <input type="checkbox"/>
Title of programme:	Return to Practice - Adult Nursing Return to Practice – Children's Nursing Return to Practice – Mental Health Nursing Return to Practice – Learning Disability Nursing

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

<p>RtP SCPHN</p>	<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>								
<p>RtP Nursing/SCPHN</p>	<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>								
<p>RtP Midwifery/SCPHN</p>	<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>								
<p>Date of approval visit:</p>	<p>20 July 2021</p>								
<p>Programme start date: Return to practice:</p> <p>Nursing: Adult Mental health Children's Learning disabilities</p> <p>Midwifery</p> <p>Nursing Associate</p> <p>SCPHN</p> <p>Nursing/SCPHN</p>	<table border="1"> <tr> <td>7 February 2022</td> </tr> <tr> <td>7 February 2022</td> </tr> <tr> <td>7 February 2022</td> </tr> <tr> <td>7 February 2022</td> </tr> <tr> <td> </td> </tr> <tr> <td> </td> </tr> <tr> <td> </td> </tr> <tr> <td> </td> </tr> </table>	7 February 2022	7 February 2022	7 February 2022	7 February 2022				
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Midwifery/SCPHN	
QA visitor(s):	Registrant Visitor: Maureen Harrison

Section two

Summary of review and findings

The school of health sciences (the school) at Bangor University (BU) present for approval a return to practice (RtP) programme for nursing in the fields of adult, children's, learning disabilities and mental health nursing.

BU is an established approved education institution (AEI) for nursing and midwifery programmes and currently delivers a RtP programme. The programme is commissioned by Health Education and Improvement Wales (HEIW). HEIW's strategy for the future health and social care workforce includes provision of RtP programmes. The programme learning outcomes and practice assessment are developed following extensive stakeholder events led by HEIW. Stakeholders include Wales-based AEIs, practice learning partners (PLPs), service users and carers (SUCs) and students. The presented programme is further developed and co-produced in partnership with the main PLP Betsi Cadwaladr University Health Board (BCUHB), SUCs and students. BU, BCUHB and other PLPs work in partnership to manage any concerns about practice learning environments identified by Healthcare Inspectorate Wales (HIW).

The programme is a 30-credit module at academic level six and it's delivered on a part-time basis over one year. Recognition of prior learning (RPL) is included for practice learning hours. Bespoke practice learning experiences allow students to meet the Standards for RtP programmes (SRtPP) (NMC, 2019) within their field of practice. Practice learning is underpinned by the once for Wales 2020 all Wales RtP practice assessment document (RtP PAD) and ongoing record of achievement (ORA). This resource will be delivered electronically. The RtP PAD is based on the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018). The programme is delivered in Welsh and English languages.

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

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

The RtP nursing programme is recommended to the NMC for approval subject to three joint NMC and university conditions and one university condition. There are four university recommendations.

Updated 14 September 2021:

The AEI has provided documentation to meet the joint NMC and university conditions. The AEI confirm the university condition has been met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

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

Conditions:

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

Condition three: Provide an action plan or similar documentation that clearly demonstrates SUC involvement in all fields of nursing practice and in all aspects of programme management, evaluation and quality assurance processes. (SFNME R1.12) (NMC and university condition)

Selection, admission and progression:

Condition one: The programme team must provide documentary evidence that clarifies for prospective students how the number of practice learning hours is determined when mapping their prior learning to the FN:SPRN and the programme outcomes. (SFNME R2.8; SRtPP R1.6) (NMC and university condition)

Condition two: Provide application documentation to evidence how the RtP RPL process considers

	<p>prospective student contribution to the decision-making about the number of practice learning hours required to meet programme learning outcomes. (SFNME R2.8; SRtPP R1.6) (NMC and university condition)</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>Condition four: Undertake editorial changes and corrections as advised by the joint panel to harmonise the programme and module learning outcomes. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>14 September 2021</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: To develop more robust systems for co-production with students using annual curriculum review where appropriate. (University recommendation)</p> <p>Recommendation two: To broaden the representation of SUCs particularly in terms of background and conditions and to expand the involvement of young people and young carers. (University recommendation)</p> <p>Recommendation three: To work towards a broader awareness of the needs of people with protected characteristics in ongoing curriculum review. (University recommendation)</p> <p>Recommendation four: To ensure that the school commitment to the active offer (programme delivery</p>

	in Welsh) is reflected in the student handbook. (University recommendation)
Focused areas for future monitoring:	Review the implementation and use of the electronic RtP PAD.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>Revised admission and RPL documentation details how the number of practice learning hours are determined when mapping prior learning to the FN:SPRN and the programme outcomes. Condition one is met.</p> <p>Revised RPL documentation clearly identifies how prospective students contribute to the decision-making process for determining the practice learning hours required to meet the programme learning outcomes. Condition two is met.</p> <p>An action and implementation plan details how SUCs will be involved across all aspects of the programme. Condition three is met</p> <p>An email from the quality assurance department confirms that the university condition is met. Condition four is met.</p>	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	14 September 2021

Section three

NMC Programme standards

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

Partnerships

The approval process confirms 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.

The presented programme is founded on the once for Wales 2020 stakeholder events that took place during 2019 and 2020 as part of the NMC realising professionalism preparatory work across Wales. Led by HEIW, the initiative involved a review by practitioners, practice educators and academic colleagues

from AEs in Wales of nursing and RtP across the four fields of nursing. Representatives from HEIW confirm that the RtP programme is commissioned to enable individuals whose nursing registration has lapsed, or who don't meet revalidation requirements to apply to the programme. There's a partnership approach to marketing and recruitment to the programme. The programme team and BCUHB representatives describe recent initiatives in north Wales to increase awareness of nursing and RtP programmes across social media. The programme team say there's been more interest in RtP in the last year.

Stakeholder meetings organised by HEIW included SUCs within learning disabilities services, mental health and adult services and advocates of children's services. BU has a lay and staff director for patient and public involvement (PPI), who has overall leadership responsibility for developing and delivering the school's PPI strategy. SUCs describe preparation for their involvement within the programme and opportunities to meet students at interview. Class based work with students includes sharing expert patient experience in the management of long-term chronic conditions. The RtP PAD has a user-friendly section for feedback from SUCs on a student's ability to provide person-centred care. The approval process confirms SUC involvement in programme development and delivery. There's an intention by the programme team to involve SUCs in co-producing content and programme evaluation in the future. (Condition three)

The programme team and evidence from documentation demonstrates that past and current students contribute to programme development. Students agree that opportunities are available for feedback. An example of changes made to the programme from student feedback is the increased focus on building resilience and confidence. PLPs say RtP students they supervise find coaching techniques, opportunities for reflection, rehearsal of skills and feedback useful to help build student confidence. Students confirm that a partnership commitment to their learning allows achievement of the programme learning outcomes.

Documentation and the approval visit confirm that there's strong partnership working arrangements between HEIW and other AEs in Wales. The all-Wales approach to RtP includes shared programme learning outcomes and the development of the RtP PAD. Welsh AEs have agreed the assessments which are linked to the RtP PAD.

The programme team and PLPs describe opportunities for inter-professional learning during practice-based learning. Practice education facilitators and students from mental health and learning disabilities practice environments say that recent changes to partnership and inter-agency working is a significant aspect of RtP learning and practice assessment.

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**

The programme team confirm the need for further ongoing SUC involvement in programme content, delivery and evaluation. (Condition three)

Condition three: Provide an action plan or similar documentation that clearly demonstrates SUC involvement in all fields of nursing practice and in all aspects of programme management, evaluation and quality assurance processes. (SFNME R1.12) (NMC and university condition)

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

MET **NOT MET**

Post event review

Identify how the condition(s) is met:

Condition three: An action and implementation plan with timelines identifies SUC involvement in the RtP programme management, evaluation and quality assurance processes.

Condition three is met.

Evidence:

Implementation plan, SUC involvement in the RtP programme, 3 September 2021 Revised, programme proposal and specification, undated

Date condition(s) met: 14 September 2021

Revised outcome after condition(s) met: **MET** **NOT MET**

Student journey through the programme

Standard 1: Selection, admission and progression

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

- R1.1 confirm on entry to the programme that students are, or were, registered with the NMC
- R1.2 confirm on entry to the programme that students:
- R1.2.1 demonstrate values in accordance with [the Code](#)
 - R1.2.2 have capability to behave in accordance with the Code
 - R1.2.3 have capability to update numeracy skills required to meet programme outcomes
 - R1.2.4 can demonstrate they meet NMC [English language requirements](#)
 - R1.2.5 have capability in literacy to meet programme outcomes
 - R1.2.6 have capability for digital and technological literacy to meet programme outcomes
- R1.3 ensure students' [health and character](#) is sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's [health and character guidance](#). This includes facilitating satisfactory and timely occupational health assessment and criminal record checks.
- R1.4 ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully
- R1.5 ensure the person responsible for directing the educational programme or their designated substitute is able to provide supporting declarations of health and character for students who have completed a return to practice programme
- R1.6 consider students' prior learning and experience in relation to the standards of proficiency, programme outcomes, and the students intended scope of practice upon readmission, and
- R1.7 support students throughout the programme in updating their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes.

Note: Education institutions and their practice learning partners may propose to transfer current students onto the new programme to meet the [Standards for 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. BU regulations for taught programmes permit RPL, for both certificated and experiential learning. Candidates who submit an RPL portfolio have this considered against the 450 required programme practice learning hours. Documentation and the programme team confirm that there's processes in place to assess candidates on an individual basis using a tool which maps to the FN:SPRN, the programme outcomes and the candidate's intended scope of practice upon readmission. Assessment of the portfolio is completed by a member of the programme team in partnership with a PLP. The amount of practice learning hours for each candidate to complete on their individualised programme is confirmed during interview. Consideration of relevant, previous and current experience enables a flexible approach with the possibility of a shortened time offered.

All students undertake 150 hours of theory learning. Students can be assigned a

minimum of 150 practice learning hours and up to a maximum of 450 practice learning hours. Hours will be contingent on the length of lapse from the register and practice learning hours accredited through RPL. RPL decisions are conferred by an external examiner.

Students aren't clear about how the decision is made regarding the number of practice learning hours awarded through RPL. A student representative who's working as a professional at BCUHB describes how they were awarded the same number of RPL practice hours as a student who hadn't been working in a health or social care background for more than five years. Both students were allocated the same number of practice learning hours. It's not clear how the amount of practice learning hours awarded through RPL and the additional hours required to meet the programme outcomes is determined. (Condition one)

Candidates who are interested in returning to practice are advised and supported through the RPL process. Students tell us that there's no opportunity at interview for them to contribute to the RPL decision-making process about the number of practice learning hours required to meet the programme learning outcomes. (Condition two)

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. Documentation and the approval process confirm BU and PLP support to update student abilities in numeracy, literacy, digital and technological literacy to meet the programme outcomes. The programme has a blended approach to learning; lectures, seminars and tutorials are enhanced through directed-learning digital packages.

The RtP PAD will be used electronically. The programme team say that the preparation of students, practice supervisors and practice assessors to use the RtP PAD is ongoing. PLPs say they're confident in the change to a digital PAD. In acute care practice learning environments, the Welsh nursing care record is digitalised and is currently being implemented. PLPs tell us that students will be registered to use the nursing care record to assess in-patients in secondary care services. PLPs confirm that when students are orientated to practice learning environments, they'll be supported to develop the digital and technological literacy skills required to deliver care using the nursing care record.

Induction to the programme includes study skills support and literacy development supported by the programme team and library staff. Students describe using safeMedicate to develop medicine management skills and say the package has enabled them to re-evaluate their numeracy calculation techniques.

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's no intention to transfer current RtP students onto the proposed programme.

Students who interrupt the programme will be assessed on an individual basis. HEIW confirm that funding is available to support students who've interrupted to complete the programme. We're assured that processes are in place to map student knowledge and experience gained prior to interruption and to provide an individualised route that meets readmission requirements.

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.

Documentation and the approval process confirm that the SSSA is fully implemented across NMC programmes.

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

YES NO

The process for determining the practice learning hours awarded through RPL and the additional practice learning hours required to meet readmission standards and the programme outcomes isn't clear. (Condition one)

There's no opportunity at interview for prospective students to contribute to the RPL decision-making process about the number of practice learning hours required to meet the programme learning outcomes. (Condition two)

Outcome

Is the standard met?

MET **NOT MET**

The process for determining the practice learning hours awarded through RPL and the additional practice learning hours required to meet readmission standards and the programme outcomes isn't clear.

Condition one: The programme team must provide documentary evidence that clarifies for prospective students how the number of practice learning hours is determined when mapping their prior learning to the FN:SPRN and the programme outcomes. (SFNME R2.8; SRtPP R1.6) (NMC and university condition)

There's no opportunity at interview for prospective students to contribute to the RPL decision-making process about the number of practice learning hours required to meet the programme learning outcomes.

Condition two: Provide application documentation to evidence how the RtP RPL process considers prospective student contribution to the decision-making about the number of practice learning hours required to meet programme learning outcomes. (SFNME R2.8; SRtPP R1.6) (NMC and university condition)

Date: 20 July 2021

Post event review

Identify how the condition(s) is met

Condition one: Revised admission and RPL documentation, including the programme application form and revised RPL mapping tool, details how the number of practice learning hours are determined when mapping prior learning to the FN:SPRN and the programme outcomes.

Condition one is met.

Evidence:

Revised, RPL mapping tool, undated

Supplementary RtP application form, undated

Revised, programme proposal and specification, undated

Condition two: Revised RPL documentation, including a mapping tool completed as part of the RPL process, clearly identifies the contribution of prospective

students to the decision on the number of practice learning hours required to meet the programme learning outcomes.

Condition two is met.

Evidence:

Revised, RPL mapping tool, undated

Supplementary RtP application form, undated

Revised, programme proposal and specification, undated

Date condition(s) met: 14 September 2021

Revised outcome after condition(s) met:

MET **NOT MET**

Standard 2: Curriculum

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

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

- R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, children, learning disabilities and mental health nursing
- R2.8 set out the general and professional content necessary to confirm the relevant standards of proficiency and programme outcomes for each part of the register
- R2.9 ensure that specific content such as: safeguarding, consent, pharmacology and medicines administration and optimisation is included for the student to be readmitted to, or remain on, the register
- R2.10 ensure the curriculum uses a range of learning and teaching strategies which may include flexible or distance learning, which must be used effectively and proportionately to support learning and assessment, and
- R2.11 ensure that all return to practice programmes are an appropriate length to support programme outcomes.

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 RtP programme isn't proposed.

Specialist community and public health nurses (SCPHNs)

YES NO N/A

A SCPHN RtP programme isn't proposed.

Nursing associates

YES NO N/A

A nursing associate RtP programme isn't proposed.

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. Documentation and the approval process demonstrate that students have support to return to their intended field of practice. Practice supervisors and practice assessors from the four fields of practice say that, in addition to ensuring students meet requirements of the programme, their role is in building student confidence. They ensure that students are aware of key legislation and policy changes and how these impact on field specific environments. Students confirm that they're supported by field-specific supervising tutors.

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 RtP programme 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

A SCPHN RtP programme isn't proposed.

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

YES NO N/A

A nursing associate RtP programme isn't proposed.

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 and module outcomes set out the content necessary to meet the proficiencies for each field of nursing practice. Students are allocated field-specific practice learning placements. All practice-based assessments are field-specific. Assessments recorded in the RtP PAD include in-point assessments on medicines management and leading, managing and co-ordinating care and five academic reflections. Students and PLPs say that the reflective pieces allow for consideration of the FN:SPRN in relation to fields 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. The general and professional content supports students to update their knowledge and skills to meet the demands of delivering safe, effective and compassionate nursing care within their field of practice. Programme specification mapping demonstrates how the programme outcomes meet the FN:SPRN in each field of practice. The programme team and students confirm that the programme design incorporates both generic and field-specific outcomes.

The RtP PAD and the ORA are linked to the FN:SPRN. We are assured that rigorous processes are in place allowing BU, BCUHB and other PLPs to work in partnership to confirm that the relevant standards of proficiency and the programme outcomes for each part of the register are met.

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

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

A midwifery RtP programme isn't proposed.

Specialist community and public health nurses (SCPHNs)

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

A SCPHN RtP programme isn't proposed.

Nursing associates

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

A nursing associate RtP programme isn't proposed.

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. Documentation identifies how specific content aligns with the SRtPP focusing on accountability, safeguarding, capacity, consent, pharmacology and medications management and optimisation. How these subjects are delivered and assessed are made clear in student facing documentation. Medicines management is assessed through successful completion of the safeMedicate online programme.

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 follows a blended approach to teaching and learning, using a variety of strategies to accommodate different individual needs and learning styles. The programme team, PLPs and students confirm that digital

literacy is developed throughout the programme. SUCs contribute to the teaching resources highlighting health promotion and the self-management of long-term chronic conditions. The programme team and SUCs say they'll develop this resource further. Student feedback identifies that students want additional building confidence, anxiety management and interview skills sessions. The programme team tell us how different learning and teaching strategies are facilitating this. Students confirm that the programme is effective and proportional in allowing for their professional development.

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

MET **NOT MET**

R2.11 is met. Time spent in theory and placement learning environments is given equal weighting; the programme will not be less than 300 hours in length. All students undertake 150 hours of theoretical learning. The programme allows for a minimum of 150 hours and a maximum of 450 practice learning hours contingent on the length of registration lapse and evidence of RPL. Students and PLPs confirm students are supernumerary throughout their practice learning experience.

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

YES **NO**

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

YES **NO**

Outcome

Is the standard met?

MET **NOT MET**

Date: 20 July 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. Documentation and the approval process detail partnership management with PLPs following reports from the HIW. BU and PLPs have rigorous processes in place to determine any impact on student learning. Joint action plans and lessons learnt are reviewed as standard agenda items at

strategic and operational meetings. Processes in place include submission of NMC AEI annual self-report and exceptional reporting.

PLPs and students assure us that the process of confirming students can deliver safe and effective care in their intended area of practice to a diverse range of people is rigorous. Students are well-informed regarding processes to follow should they have any concerns during practice learning.

Normally, students have two attempts at meeting the practice-based assessment. PLPs assure us of every opportunity made to maximise achievement of the RtP PAD. The all-Wales action plan protocol enables a tripartite arrangement with students, practice assessors and academic assessors to identify a way to promote development. In a situation where a student needs more than 450 practice learning hours to demonstrate achievement of proficiencies, HEIW and PLPs assure us of the processes in place to review each case with the potential to extend funding to allow additional practice learning time.

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

MET **NOT MET**

R3.2 is met. Documentary evidence and the approval visit confirm that theoretical and practice learning opportunities enable students to meet communication and relationship management skills and procedures in their intended area of practice as set out in FN:SPRN. The RtP PAD records student development and achievement in relation to communication and relationship management skills and procedures. The programme team and students say that support from peers, including past students, enhances opportunities for the development of communication and relationship management skills. Following student feedback there are additional in-class sessions around building confidence, anxiety management and interview skills.

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. Documentation and the approval process confirm that students experience a range of settings for their intended area of practice and are provided with opportunities to meet the holistic needs of people. Students are allocated to an educationally audited practice learning environment which meets the needs of

their field of practice in relation to exposure to proficiencies and both annexes A and B of the FN:SPRN. Practice supervisors confirm their understanding of the requirement to facilitate learning across a range of settings. Student practice learning is monitored by practice assessors, field-specific supervising tutors and academic assessors. PLPs say students are encouraged to self-assess their needs and negotiate new learning experiences. We are assured processes are in place for frequent reviews of practice learning.

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 and PLPs say that students are encouraged to be proactive self-directed learners. The blended learning approach is supported by access to the BU virtual learning environment. Students say they've access to the BU resources which support their learning. We're assured that support is in place in theory and practice for technology enhanced and simulation-based learning opportunities. Students give us examples of technology enhanced learning and confirm that learning is effective and proportionate. Student representatives who have not worked in clinical practice for up to 10 years describe how they've adapted to digital technologies in the practice learning environment. They say that they're reassured that they've maintained many fundamental nursing skills but recognise that patient records are different. PLPs say that the opportunities for simulation and rehearsal in practice supports the development of nursing skills and procedures.

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

MET **NOT MET**

R3.5 is met. Policies and procedures which offer inclusive adjustments are established. The school has a disability tutor who actively considers accessibility for disabled students. If the BU disability service or occupational health provision recommend individualised adjustments, these are recorded in a personal learning support plan. Students who have caring needs or needs related to protected characteristics such as religious beliefs can have their needs considered and reasonable adjustments made. Students confirm signposting to BU support services is accessible. BCUHB describe approaches to support students' individual needs together with wellbeing and disability support from their organisation.

Evidence provides assurance that the following requirements are met:	
R3.6 ensure that students are supernumerary.	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning 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 practice learning 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: 20 July 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 approval process confirms that the SFNME is evident in documentation and in BU policies and procedures. These ensure there's sufficient support, supervision, learning and assessment to enable students to meet the required learning outcomes and the FN:SPRN. Practice assessors say that the action plan protocol developed for the RtP PAD is user-friendly for students and practice assessors in identifying facilitation of meeting the FN:SPRN. Practice supervisors say that there's opportunities for rehearsal of proficiencies and skills followed by feedback. This provides support for students to build their confidence and resilience while confirming they meet the FN:SPRN.

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. There's an all-Wales approach to the implementation of the SSSA. Strategic documentation details how BU with BCUHB is implementing the strategy. HEIW have guidelines for practice supervisor and practice assessor roles together

with a practice handbook. PLPs say that practice supervisor and practice assessor roles are established. Practice supervisors and practice assessors say that they have been prepared and are now confident in these roles. BU confirm that academics are trained for the academic assessor role and field-specific academic assessors support RtP students. RtP student facing documentation confirms that the SSSA is met.

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 and the approval process provide examples of how feedback that's given in a timely supportive manner enhances student development. We're assured the programme is designed to provide a bespoke and flexible route to readmission to the NMC register. PLPs recognise the uniqueness of supporting students who are qualified nurses. They tell us that they have frequent reviews with students throughout the practice learning experience. Students confirm that there's opportunities for support and feedback throughout their theory and practice-based learning journey, from the preparation of RPL portfolios to completion of the programme.

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. The programme provides a bespoke learning experience that updates students' knowledge, proficiencies and skills in their field of practice. Students confirm that opportunities are provided to enable them to meet the demands of delivering safe, effective and compassionate nursing care. Practice supervisors, practice assessors and academic assessors assure us that processes are in place

to confirm that proficiency standards and programme outcomes are met through the RtP PAD, enabling students to be readmitted to, or remain on, the register.

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

MET **NOT MET**

R4.6 is met. Programme documentation details the opportunities for the development and assessment of communication and relationship management skills and procedures. Students say that skills are developed through close working with practice supervisors. They describe the supportive theory-based environment where students say different teaching techniques enhance their opportunities to develop communication.

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

MET **NOT MET**

R4.7 is met. Documentary evidence and the approval process confirms that preparation and assessment of the FN:SPRN proficiencies and skills enable RtP students to be readmitted to, or remain on, the register. PLPs are confident that the programme prepares RtP students for competent and effective practice. Students describe theory and practice-based environments that are supportive and promote self-belief and a determination to succeed. Students are positive about the decision they made to return to nursing.

Evidence provides assurance that the following requirement is met:

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

YES **NO**

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

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

MET **NOT MET**

R4.9 is met. Documentary evidence and the approval process provides assurance that BU, in partnership with PLPs, have processes in place to confirm students'

safe and effective practice and suitability to be readmitted to, or remain on, the register.	
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to supervision and assessment are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to supervision and 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: 20 July 2021	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 5: Qualification or credits to be awarded and information on NMC registration
Approved education institutions, together with practice learning partners, must:
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

A nursing associate RtP programme isn't proposed.

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: 20 July 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 Nursing in the fields of adult, child, learning disabilities and mental health nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student facing documentation including programme handbook Please specify route: Nursing / field of nursing Nursing in the fields of adult, child, learning disabilities and mental health nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation (PAD) Please indicate which Standards of proficiency/competencies the PAD relates to: Nursing in the fields of adult, child, learning disabilities and mental health nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>

SCPHN	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice placement handbook: Please specify route: Nursing / field of nursing Nursing in the fields of adult, child, learning disabilities and mental health 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"/>
PAD linked to competence outcomes, and mapped against Standards for return to practice programmes (NMC, 2019) for each route: Nursing in the fields of adult, child, learning disabilities and mental health 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"/>
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:		
The proposed programme doesn't include approval of midwifery, SCPHN or nursing associate routes.		
List additional documentation: Implementation plan, SUC involvement in the RtP programme, 3 September 2021 Revised, programme proposal and specification, undated Revised, RPL mapping tool, undated Supplementary RtP application form, undated Conditions narrative and evidence document, undated Approval revision document, undated Revised, programme handbook, undated Email confirming that the university condition is met, 10 September 2021		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: RtP, adult, 2021 x three RtP, learning disabilities, 2021 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: BU is an established AEI; a resource check isn't required.		
Additional comments: None identified.		

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Issue record

Final Report

Author(s):	Maureen Harrison	Date:	26 July 2021
Checked by:	Bernadette Martin	Date:	28 July 2021
Submitted by:	Amy Young	Date:	23 September 2021

Approved by:	Leeann Greer	Date:	28 September 2021
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