

Programme approval report

Section one

Programme provider name:	Birmingham City University
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	<p>Birmingham Community Healthcare NHS Foundation Trust</p> <p>Birmingham and Solihull Mental Health NHS Foundation Trust</p> <p>Birmingham Women's and Children's NHS Foundation Trust</p> <p>Black Country Healthcare NHS Foundation Trust</p> <p>Royal Orthopaedic Hospital NHS Foundation Trust</p> <p>Sandwell and West Birmingham NHS Trust</p> <p>University Hospitals Birmingham NHS Foundation Trust</p> <p>Worcestershire Acute Hospitals NHS Trust</p> <p>Worcestershire Health and Care NHS Trust</p> <p>Wye Valley NHS 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 type="checkbox"/></p> <p>SCPHN <input type="checkbox"/></p> <p>Nursing/SCPHN <input type="checkbox"/></p>

	Midwifery/SCPHN <input type="checkbox"/>
Title of programme:	Return to Practice (Nursing): Adult Return to Practice (Nursing): Child Return to Practice (Nursing): Learning Disabilities Return to Practice (Nursing): Mental Health
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
RtP SCPHN	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
RtP Nursing/SCPHN	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
RtP Midwifery/SCPHN	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Date of approval visit:	14 April 2021
Programme start date: Return to practice:	
Nursing:	
Adult	<input type="text" value="6 September 2021"/>
Mental health	<input type="text" value="6 September 2021"/>
Children's	<input type="text" value="6 September 2021"/>
Learning disabilities	<input type="text" value="6 September 2021"/>
Midwifery	<input type="text"/>
Nursing Associate	<input type="text"/>
SCPHN	<input type="text"/>
Nursing/SCPHN	<input type="text"/>
Midwifery/SCPHN	

QA visitor(s):	Registrant Visitor: Joanna Dunn

Section two

Summary of review and findings

Birmingham City University (BCU) is an approved education institution (AEI). The BCU faculty of health, education and life sciences (the faculty), school of nursing and midwifery (the school), present programme documentation for approval of a return to practice (RtP) programme in adult, children's, learning disabilities and mental health nursing. The programme design makes clear the RtP programme enables students to return to one selected field of practice.

BCU is an established provider of pre-registration nursing (adult, children's, learning disabilities and mental health fields), midwifery, community specialist practitioner, specialist community public health nursing and prescribing as well as RtP. BCU present the programme for approval against the Standards for RtP programmes (SRtPP) (Nursing and Midwifery Council (NMC), 2019).

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

BCU has robust partnerships with practice learning partners (PLPs) who support the RtP programme across all routes. Documentary evidence and discussions at the approval visit confirm that there are effective partnerships between BCU and PLPs at both a strategic and operational level. BCU and PLPs have established quality assurance mechanisms, with a collaborative approach across Birmingham involving a range of PLPs and AEIs. Regular partnership meetings are held to discuss quality assurance issues, including audits and Care Quality Commission (CQC) reports.

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

The programme module provides contemporary content and PLPs confirm that students are up to date and employable on completion of the programme. The programme is delivered over four weeks, followed by a placement preparation week and placement. The programme can be undertaken full- or part-time. The assessment of practice is via the all England practice assessment document (PAD) for RtP. Programme team members have been actively involved in developing this PAD.

SUCs are utilised across the faculty through a forum for accessing community experiences (FACE), and SUCs tell us they've been actively involved in other programmes for some time. SUCs are involved in reviewing the interview questions for RtP and the programme team is planning wider involvement of SUCs in the programme, but the plans have been curtailed due to the pandemic.

Students and PLPs confirm that supernumerary status is ensured on the programme. Programme theory and practice outcomes are mapped to the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018) and the SRtPP.

The proposed start date for the programme is 6 September 2021 with two intakes a year in September and April.

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

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

The programme is recommended for approval to the NMC subject to three NMC conditions. There are three NMC recommendations and one university recommendation.

Updated 7 June 2021:

Evidence was provided to meet the three conditions. The conditions and related NMC standards/requirements are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

- Programme is recommended to the NMC for approval
- Programme is recommended for approval subject to specific conditions being met

	<p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: Provide evidence that confirms the programme is delivered, evaluated and co-produced with SUCs. (SFNME R1.12)</p> <p>Selection, admission and progression:</p> <p>Condition three: Provide evidence that, on entry to the programme, all students demonstrate they meet the NMC English language requirements. (SRtPP R1.2.4)</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>Condition two: Provide evidence that confirms the programme content meets the FN:SPRN and programme outcomes for each field of nursing practice. (SRtPP R2.7, R2.8)</p> <p>Education governance: management and quality assurance:</p> <p>None identified.</p>
<p>Date condition(s) to be met:</p>	<p>7 June 2021</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider enhancing clinical and digital literacy skills training to prepare students for practice, ensuring this is fully articulated within programme documentation. (SRtPP R1.7, R2.4)</p>

	<p>Recommendation two: Consider shared responsibility for the programme within the school in order to mitigate the risk of loss of staff. (SFNME R2.14)</p> <p>Recommendation three: The programme team are advised to consider ensuring consistent preparation and support for PLPs supporting RtP students, particularly those beyond the Birmingham area. (SSSA R5.2, R8.4)</p> <p>Recommendation four: To review the documentation for consistency and any grammatical errors. (University recommendation)</p>
Focused areas for future monitoring:	<p>Field specific input on programme.</p> <p>SUC involvement with the programme.</p>

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>Condition one: The programme team provided evidence which gives assurance of how SUCs are involved in the delivery, evaluation and co-production of the programme.</p> <p>Condition one is now met.</p> <p>Condition two: The programme team provided evidence that confirms the programme content meets the FN:SPRN and programme outcomes for each field of nursing practice.</p> <p>Condition two is now met.</p> <p>Condition three: The programme team provided evidence that confirms that, on entry to the programme, all students demonstrate they meet the NMC English language requirements.</p> <p>Condition three is now 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:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	7 June 2021

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.

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

Documentary evidence and discussion at the approval visit confirm there are robust strategic level partnerships between BCU and PLPs, with regular meetings including a monthly quality assurance meeting with PLPs where supernumerary status is reviewed.

Students, PLPs and SUCs tell us they were involved in the consultation about the new programme, but that this was paused due to the COVID-19 pandemic.

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

PLPs tell us they're involved in the recruitment of students, and SUCs confirm that they've reviewed the recruitment process and are keen to be more involved in this. SUCs tell us of their long involvement in other programmes as experts by experience via FACE, and that they're well supported and feel valued in their role. SUCs tell us that requests for their contribution are coordinated via emails through FACE. The programme team tell us that they've plans to increase SUC involvement in the programme via teaching sessions and the assessment process in the AEI setting. The programme team confirm plans to involve SUCs in the interview process. SUCs tell us they have online equality and diversity training and that additional training is being rolled out, but that they would like more consistent training. While the programme team tell us of their plans for increased SUC involvement, a condition is applied requiring that evidence of this is provided to

confirm SUC involvement in the delivery and evaluation of the programme.
(Condition one)

BCU, in partnership with PLPs, have an established framework for the preparation of and support for practice supervisors, practice assessors and academic assessors which complies with the SSSA. PLP practice education facilitators (PEFs) tell us that they work closely with BCU in supporting students on the programme and commend their responsiveness. Practice assessors tell us they get support from the PEFs. Students tell us that current practice documentation is difficult to follow, but that they're well supported in practice. Students tell us that in practice there's some confusion about their roles and a lack of understanding about the needs of RtP students. Students and PLPs based in the local area to BCU tell us that there's a good understanding of the RtP programme, but this isn't consistent with those PLPs based further away. The programme team are advised to ensure consistent preparation and support is provided to PLPs supporting RtP students, particularly those beyond the Birmingham area. (Recommendation three)

BCU are an established AEI with a large provision, and school and senior staff tell us that they'll increase staffing for the RtP programme should the demand increase. While PLPs and students tell us that the support offered by the programme leader is excellent, it's recommended that more shared responsibility for the programme is considered, to mitigate the risk of loss of staff.
(Recommendation two)

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 articulate a clear commitment to increase SUC involvement in the curriculum, but this isn't evidenced in programme documentation.

Condition one: Provide evidence that confirms the programme is delivered, evaluated and co-produced with SUCs. (SFNME R1.12)

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 one: The programme team submitted documentary evidence that provides assurance of how SUCs are involved in the delivery, evaluation and co-production of the programme.

Condition one is now met.

Evidence:

BCU RtP timetable, undated

BCU RtP quality day agenda, undated

BCU RtP approval conditions grid, undated

Date condition(s) met: 7 June 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.2.2 have capability to behave in accordance with the Code	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.2.3 have capability to update numeracy skills required to meet programme outcomes	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.2.4 can demonstrate they meet NMC English language requirements	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
R1.2.4 is not met. Documentary evidence and discussion at the approval visit doesn't confirm that applicants who previously completed a non-English speaking programme demonstrate they meet the NMC English language requirements on entry to the proposed programme. As a result, a condition is applied. (Condition three)		
R1.2.5 have capability in literacy to meet programme outcomes	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.2.6 have capability for digital and technological literacy to meet programme outcomes	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.3 ensure students' 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.4 ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5 ensure the person responsible for directing the educational programme or their designated substitute is able to provide supporting declarations of		

health and character for students who have completed a return to practice programme

YES 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. Documentary evidence and confirmation at the approval visit provide assurance that a student's prior learning and experience are considered to determine the plans for practice learning. The programme team have produced a student self-assessment document that's mandatory for students to complete prior to placement. This involves student self-assessment against academic skills and placement learning skills and is discussed with the academic assessor and practice assessor. The self-assessment document includes recommendations from the academic assessor that are then utilised by the practice assessor when planning the practice learning experience.

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. Programme documentary evidence demonstrates that students are supported to update their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes. The evidence demonstrates that, in addition to generic student resources, RtP students have access to safeMedicate to update their numeracy skills. The BCU personal development department provides support for both literacy and numeracy. Students develop digital and technological literacy skills through a range of e-resources such as electronic library for health (e-LfH), the university virtual learning environment (VLE) (Moodle) and teaching apps such as padlet. Students tell us that they require increased digital and technological skills to engage with e-learning and remote delivery and that there's a large difference in students' information technology (IT) skills within the cohort. Students tell us that dealing with increased demands of IT causes stress and while they gain support from the cohort via a WhatsApp group, they suggest that increased support from the AEI would be beneficial. Therefore, the

programme team are recommended to enhance this support. (Recommendation one)

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the Standards for return to practice programmes will be met through the transfer of existing students onto the proposed programme.

Discussions with the programme team confirm that there are three existing students who'll be transferring to the proposed programme. Documentary evidence confirms that these students have been consulted and are happy to transfer to the proposed programme. There may be additional students transferring from the April 2021 cohort that's about to start. Evidence confirms that students who transfer on to the proposed programme will achieve the SRtPP.

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

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

Discussions with the programme team confirm that there are three existing students who'll be transferring to the proposed programme, but they commenced the current programme under the SSSA. There are no students transferring to the SSSA.

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

YES NO

Outcome

Is the standard met? MET NOT MET

Documentary evidence and discussion at the approval visit doesn't confirm that applicants who previously completed a non-English speaking programme demonstrate they meet the NMC English language requirements on entry to the proposed programme.

Condition three: Provide evidence that, on entry to the programme, all students demonstrate they meet the NMC English language requirements. (SRtPP R1.2.4)

Date: 14 April 2021

Post event review

Identify how the condition(s) is met

Condition three: The programme team provided documentary evidence that confirms there are processes in place to check that students meet the NMC English language requirements.

Condition three is now met.

Evidence:

BCU RtP interview schedule, undated
BCU admissions system screenshot, undated
BCU RtP approval conditions grid, undated

Date condition(s) met: 7 June 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

BCU aren't seeking approval of this route.

Specialist community and public health nurses (SCPHNs)

Yes No N/A

BCU aren't seeking approval of this route.

Nursing associates

Yes No N/A

BCU aren't seeking approval of this route.

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

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

MET **NOT MET**

R2.4 is met. Programme documentation and confirmation at the approval visit assures us that the programme supports students to return to their intended area of practice. The module content and PAD are mapped to the FN:SPRN to enable students to meet the programme outcomes. Students tell us that due to the COVID-19 pandemic there are restrictions on face to face teaching and limited opportunities for clinical skills training. Students tell us that they want more preparation for clinical skills in practice and would welcome access to clinicalskills.net that's available to other students in the faculty. Programme documentation and discussion with the programme team confirm that the new programme includes skills sessions, and it's recommended that clinical skills training is enhanced to enhance preparation of students for practice. (Recommendation one)

Evidence provides assurance that the following requirements are met:

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

YES **NO** **N/A**

The programme isn't delivered in Wales.

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

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

Yes No N/A

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

Yes No N/A

BCU aren't seeking approval of this route.

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

Yes No N/A

BCU aren't seeking approval of this route.

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

Yes No N/A

BCU aren't seeking approval of this route.

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

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

MET NOT MET N/A

R2.7 is not met. Programme documentation doesn't set out specific content to meet the programme outcomes for each field of nursing practice, and the timetable doesn't include field specific input. Students tell us that there's no specific mental health input on the programme and they'd have found this beneficial. As a result, a condition is applied. (Condition two)

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

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

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

R2.8 is not met. The programme documentation doesn't set out the content necessary to meet the FN:SPRN and programme outcomes for nursing. While the mapping document suggests that all the FN:SPRN are included in the taught content, this isn't reflected in the proposed timetable or other documentation. As a result, a condition is applied. (Condition two)

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

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

BCU aren't seeking approval of this route.

Specialist community and public health nurses (SCPHNs)

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

BCU aren't seeking approval of this route.

Nursing associates

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

BCU aren't seeking approval of this route.

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

MET **NOT MET**

R2.9 is met. Programme documentation confirms that safeguarding, consent, pharmacology and medicines administration and optimisation is included in the programme content. These are included in the programme timetable for remote delivery, supplemented with resources on the BCU VLE and other resources such as safeMedicate and the e-LfH.

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

MET **NOT MET**

R2.10 is met. Evidence in the programme handbook and timetable and discussions with the programme team, students and PLPs confirm the use of a wide range of learning and teaching strategies to deliver the programme. Students tell us that during the COVID-19 pandemic all the teaching was delivered online, and that they'd prefer more face to face sessions when possible. Evidence in the proposed timetable for the new programme confirm a mix of face to face and e-learning delivery. The timetable confirms that the e-learning is used effectively and proportionately to support learning and assessment.

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

MET **NOT MET**

R2.11 is met. Programme documentation and confirmation at the approval visit assures us that the proposed programme length is appropriate to support students to achieve the programme outcomes. The RtP programme includes four weeks of theoretical input as well as placement preparation weeks and practice learning.

All students undertake 150 hours in practice up to a maximum of 300 hours. They can be passed in practice once they've met all the competencies.

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

YES **NO**

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

YES **NO**

Outcome

Is the standard met?

MET **NOT MET**

The programme documentation doesn't set out specific content to meet the FN:SPRN and programme outcomes for each field of nursing practice, and the timetable doesn't include field specific input.

Condition two: Provide evidence that confirms the programme content meets the FN:SPRN and programme outcomes for each field of nursing practice (SRtPP R2.7; R2.8)

Date: 14 April 2021

Post event review

Identify how the condition(s) is met:

Condition two: Documentation submitted by the programme team provides assurance that the programme content meets the FN:SPRN and programme outcomes for each field of nursing practice.

Condition two is now met.

Evidence:

BCU RtP amended module reading lists, undated
BCU RtP field specific content mapping, April 2021
BCU RtP approval conditions grid, undated

Date condition(s): 7 June 2021

Revised outcome after condition(s) met:

MET **NOT MET**

Standard 3: Practice learning

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

R3.1 provide practice learning opportunities that confirm students can deliver safe and effective care in their intended area of practice to a diverse range of people
R3.2 provide practice learning opportunities that confirm students meet the communication and relationship management skills and procedures in their intended area of practice, as set out in the relevant standards of proficiency
R3.3 ensure that students experience a range of settings for their intended area of practice, demonstrating an ability to meet the holistic needs of people
R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment
R3.5 take account of students' individual needs, personal circumstances

and intended area of practice when allocating their practice learning including making reasonable adjustments for students with disabilities, and R3.6 ensure that students are supernumerary.

Findings against the standard and requirements

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

R3.1 provide practice learning opportunities that confirm students can deliver safe and effective care in their intended area of practice to a diverse range of people

MET **NOT MET**

R3.1 is met. Programme documentary evidence and discussions with PLPs and students confirm that practice learning opportunities are provided to enable students to deliver safe and effective care in their intended area of practice to a diverse range of people. PLPs tell us they use a care pathway approach to ensure students obtain a wide range of skills and experiences in practice, and students confirm that they gain additional experience in areas other than their key learning environment.

Programme documentation and discussions at the approval visit confirm that each placement has an educational audit, and that there's a shared approach to ensuring the quality and governance of practice learning with learning environment, quality and audit meetings between BCU and PLPs.

Students arrange their own placement, depending on their location and intended area of practice. BCU assure that each placement area has an audit and meets the SSSA. Students tell us about the process for raising concerns in practice.

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

MET **NOT MET**

R3.2 is met. Programme documentation provides evidence that practice learning opportunities support students to meet the communication and relationship management skills and procedures in their intended area of practice. Programme documentation has mapped the learning opportunities during the programme, in

both theory and practice, ensuring that all the communication and relationship management skills and procedures are met. The RtP PAD is mapped to the communication and relationship management skills and procedures, ensuring that students are assessed against these in practice.

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

MET **NOT MET**

R3.3 is met. Programme documentation and discussion at the approval visit provide evidence that students experience a range of settings to enable them to meet the holistic needs of people. Students tell us that they're allocated to a practice assessor and practice supervisor and work with them to devise a plan to ensure that they obtain relevant experiences across different care settings for their intended area of practice. PLPs tell us they work closely with the BCU programme leader to support students in practice and ensure the placement meets their needs using a care pathway approach.

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

MET **NOT MET**

R3.4 is met. Programme documentation and discussion at the approval visit confirm that technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. Students have access to the skills practice and clinical enhancement facility. The programme team tell us that students in the school have access to a clinical skills platform. Programme documentation and discussion with the programme team confirm that the new programme has a mix of face to face teaching, e-learning and clinical skills input.

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

MET **NOT MET**

R3.5 is met. Programme documentary evidence and discussions at the approval visit confirm that processes are in place to ensure that individual needs are taken into account when allocating practice learning environments. Students complete a self-assessment prior to starting placement, which includes additional learning needs and reasonable adjustments, and discuss this with their academic assessor.

This is then used by the practice assessor to ensure that the students' practice learning experience takes into account their needs.

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 April 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 NOT MET
N/A

Standard 4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:
R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC [Standards framework for nursing and midwifery education](#)

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

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. BCU, in partnership with PLPs, has robust processes in place to ensure that the support, supervision, learning and assessment complies with the SFNME. Students tell us that they have support from the programme team during the theory and practice elements, and that staff are very responsive and supportive when contacted. Students confirm that they're supervised in practice settings and supported to meet their specific learning needs and programme proficiencies.

Programme documentary evidence and discussion at the approval visit confirm that there are processes in place to ensure the quality of the practice learning environment and ensure the supernumerary status of students. Discussion at the approval visit confirms that BCU and PLPs work collaboratively to ensure the

wellbeing of students, with additional processes implemented for the COVID-19 pandemic.

Programme documentation evidences that PLPs and BCU sign a statement of compliance, confirming that the programme is resourced in both academic and practice settings and meet the SFNME, SSSA and SRtPP.

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

MET **NOT MET**

R4.2 is met. Programme documentation provides evidence that the RtP programme complies with the SSSA. BCU, in partnership with PLPs in the Birmingham and Solihull sustainability and transformation partnership, has developed a series of workshops and resources to support the development of practice supervisors, practice assessors and academic assessors. Programme documentation confirms the use of an audit tool that's aligned to the SSSA. PLPs tell us that staff attend workshops in preparation for SSSA roles and that updates include information about the RtP programme. PEFs tell us they run one to one sessions with staff if required and that training has been held virtually during the COVID-19 pandemic. PLPs and BCU work collaboratively to ensure implementation of the NMC emergency standards and tell us of weekly joint risk assessment panels. PEFs tell us they work closely with RtP students to support them in the clinical area, and practice assessors tell us that they liaise with PEFs for support regarding specific needs of RtP students.

Students tell us that they meet regularly with their practice assessors and practice supervisors who help them identify their learning needs and record their evidence of achievement within the PAD. Students tell us that they're well supported by the programme leader while on placement.

Evidence provides assurance that the following requirement is met:

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

YES **NO**

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

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

MET **NOT MET**

R4.4 is met. Programme documentation confirms that students receive feedback throughout the programme in both theory and practice settings. Students tell us that they receive individual feedback and support from the programme leader and that this is effective to support their development. Students and PLPs tell us of the responsive nature of the programme team and BCU staff. PLPs confirm that they provide students with feedback, and if action plans are required in practice they're well supported by the AEI. Formative feedback is obtained via the student self-assessment and in the national PAD for RtP.

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

MET **NOT MET**

R4.5 is met. Programme documentary evidence confirms that students meet the FN:SPRN and programme outcomes to be readmitted to the NMC register. The FN:SPRN are mapped to the learning outcomes for the programme. In addition, the PAD for RtP is mapped to the FN:SPRN.

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

MET **NOT MET**

R4.6 is met. Programme documentary evidence confirms that students are provided with opportunities to meet the communication and relationship management skills and procedures during the theory and practice elements of the programme. This is assessed through the national PAD for RtP.

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. Programme documentation and discussion with stakeholders at the approval visit assures us that students undertake theory and practice assessments to confirm proficiency in preparation for being readmitted to the NMC register.

Evidence provides assurance that the following requirement is met:

R4.8 ensure that relevant proficiencies are recorded in a record of achievement which confirms these proficiencies and skills have been met, and
YES **NO**

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

R4.9 confirm students' safe and effective practice and suitability to be readmitted to, or remain on, the register.
MET **NOT MET**

R4.9 is met. Programme documentation and discussion with stakeholders at the approval visit assures us that students undertake practice assessments which confirm they deliver safe and effective practice and are suitable to be readmitted to the NMC register. This is via the national PAD for RtP.

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 April 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

BCU aren't seeking approval of this route.

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

YES NO

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 April 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	

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 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	<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 / field of 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	<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 / field of 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: BCU aren't seeking approval of midwifery, SCPHN or nursing associate routes.		
List additional documentation: Alexandra Hospital CQC quality report, 13 February 2020 University Hospitals Birmingham NHS Foundation Trust CQC inspection report, 13 February 2019 BCU RtP quality day agenda, undated BCU RtP timetable, undated BCU RtP amended module reading lists, undated BCU RtP field specific content mapping, April 2021 BCU RtP interview schedule, undated BCU admissions system screenshot, undated BCU RtP approval conditions grid, undated		
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: April 2019 x one student September 2019 x one student April 2020 x one student September 2020 x six students		
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: BCU is an established AEI and visits to resources weren't required as part of this approval.		
Additional comments: None identified		

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Issue record

Final Report

Author(s):	Joanna Dunn	Date:	22 April 2021
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Submitted by:	Amy Young	Date:	16 June 2021
Approved by:	Emiko Hughes	Date:	17 June 2021