

**Programme Major Modification report**

**Section one**

<b>Programme provider name:</b>	University of Worcester
<b>In partnership with:</b> <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	Worcestershire Acute Hospitals NHS Trust Dudley Group NHS Foundation Trust Gloucestershire Hospitals NHS Foundation Trust Wye Valley NHS Trust
<b>Programme reviewed:</b>	Registered Midwife - 18M <input type="checkbox"/> Registered Midwife - 24M <input checked="" type="checkbox"/> Registered Midwife - 36M <input type="checkbox"/> Registered Midwife - degree apprentice <input type="checkbox"/>
<b>Current AEI programme title(s):</b>	BSc (Hons) Midwifery
<b>Modified AEI programme title(s) if applicable:</b>	N/A
<b>Additional AEI programme title(s) if applicable:</b>	MSc Midwifery (Shortened)
<b>Academic levels of current programme:</b>	
Registered Midwife - 18M	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
Registered Midwife - 24M	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
Registered Midwife - 36M	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
Registered Midwife - degree apprentice	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
<b>Academic levels of modified/additional programme(s)/route(s):</b>	
Registered Midwife - 18M	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  <input checked="" type="checkbox"/> N/A
Registered Midwife - 24M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input type="checkbox"/> N/A
Registered Midwife - 36M	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  <input checked="" type="checkbox"/> N/A
Registered Midwife - degree apprentice	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  <input checked="" type="checkbox"/> N/A
<b>Programme start date:</b>	
Registered Midwife – 18M	<input type="text"/>

Registered Midwife – 24 M Registered Midwife – 36 M Registered Midwife – degree apprentice	13 September 2021	
<b>Date of modification:</b>	4 March 2021	
<b>Type of modification:</b>	Visit	
<b>QA visitor(s):</b>	Registrant Visitor: Rowena Doughty	

**Section two**

**Summary of review and findings**

The University of Worcester (UW) is an established approved education institution (AEI). They present a modification to the Bachelor of science with honours (BSc (Hons)) midwifery pre-registration programme approved by the Nursing and Midwifery Council (NMC) on 6 July 2020. The major modification is to approve a Master of science (MSc) midwifery pre-registration shortened programme with eligibility to apply to register with the NMC as a registered midwife. The development of the MSc midwifery programme follows a successful application to the Health Education England strategic support fund. The proposed route, leading to a midwifery qualification, will be delivered in addition to the approved pre-registration three-year BSc (Hons) midwifery programme. The proposed route will have one intake each academic year and will be 24 months in duration. The programme will be delivered using a blended learning approach, with online and face-to-face theory and practice learning in midwifery practice learning environments.

The pan-England and Northern Ireland (NI) midwifery ongoing record of achievement (MORA) is an integral part of the assessment of practice in the proposed programme. The programme is developed to meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for student supervision and assessment (SSSA) (NMC, 2018), the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and the Standards of proficiency for midwives (SPM) (NMC, 2019). Plans are in place to ensure practice learning partners (PLPs), practice assessors and practice supervisors are prepared to support students at academic level seven.

Programme documentation and the modification visit confirm that there's effective partnership working between UW, students, practitioners and maternity service users. Programme documentation and discussion at the visit confirms evidence of effective partnership working at operational and strategic levels with PLPs. Senior PLPs support practice learning governance in line with the SSSA.

There's evidence of how PLPs work in partnership with UW to address any adverse Care Quality Commission (CQC) reports and respond to and address issues raised. Collaborative reporting mechanisms are in place to manage and investigate concerns raised in CQC reports that potentially impact on student learning. This collaboration ensures that action plans are implemented which aim to prevent any compromise with regard to safety within practice learning environments or the quality of the student learning experience.

Arrangements at programme level meet the SFNME and the SSSA.

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

The modification is recommended for approval subject to one joint NMC and university condition; there are six university conditions. One joint NMC and university recommendation and three university recommendations are made.

Updated 4 May 2021:

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

The conditions are 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:**

None identified.

**Selection, admission and progression:**

None identified.

**Practice learning:**

None identified.

**Assessment, fitness for practice and award:**

Condition one: Provide programme documentation that evidences how pharmacology and the principles of administration and optimisation of medicines is delivered and assessed to ensure students are supported to undertake a future prescribing qualification as a registered midwife. (SPMP R4.3) (NMC and university condition)

**Education governance: management and quality assurance:**

	<p>Condition two: Provide a summary response to the NMC condition and recommendation for academic standards and quality enhancement committee. (University condition)</p> <p>Condition three: Make explicit reference in the programme specification to the International Confederation of Midwives global standards for midwifery education as a reference document. (University condition)</p> <p>Condition four: Map module learning outcomes to the United Nations sustainable development goals. (University condition)</p> <p>Condition five: Review and revise the dissertation module (MWSC4007) and the negotiated module (MWSC4004) specifications to ensure that they are clearly differentiated. Additionally, in the dissertation module specification, clarify the nature of the research and ensure it is aligned with master’s level criteria for assessment. (University condition)</p> <p>Condition six: Provide a mapping document to show where student learning of advanced research methods occurs in the programme. (University condition)</p> <p>Condition seven: Provide a plan/timeline for determining placement capacity and allocation. (University condition)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>30 April 2021</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: Consider an evaluation of the student experience of continuity of carer in the practice learning environment. (SPMP R3.4) (NMC and university recommendation)</p> <p>Recommendation two: Make use of the Joint Information Systems Committee digital capabilities framework, including the learner and teacher profiles, to develop further understanding of digital capabilities and how they can be supported in student development. (University recommendation)</p> <p>Recommendation three: The school and university to consider whether it would be appropriate for the first practice module (MWSC4003) to be a level six module which would mean that the assessment would be the grade</p>

	<p>allocated to the MORA (assessment item one) retaining pass/fail. Assessment item two: medicine calculation and removing assessment item three: critical reflective account. (University recommendation)</p> <p>Recommendation four: To consider making more explicit in the programme handbook how student progress is monitored and supported academically and in practice. (University recommendation)</p>
<b>Focused areas for future monitoring:</b>	None identified.

<b>Programme is recommended for approval subject to specific conditions being met</b>	
<p><b>Commentary post review of evidence against conditions:</b> Additional and revised copies of the programme documentation provide evidence the condition has been met.</p> <p>Module specifications and the programme specifications have been reviewed and revised to include how pharmacology and the principles of administration and optimisation of medicines are delivered and assessed across the programme.</p> <p>The chair has confirmed that the university conditions are met.</p>	
<b>AEI Observations</b>	<p><b>Observations have been made by the education institution</b></p> <p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	<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>
<b>Date condition(s) met:</b>	4 May 2021



**Section three**

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><a href="#"><u>Standards for pre-registration midwifery programmes</u></a> (NMC, 2019)</p> <p><a href="#"><u>The Future midwife: Standards of proficiency for registered midwives</u></a> (NMC, 2019)</p> <p><a href="#"><u>Standards framework for nursing and midwifery education</u></a> (NMC, 2018)</p> <p><a href="#"><u>Standards for student supervision and assessment</u></a> (NMC, 2018)</p> <p><a href="#"><u>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</u></a> (NMC, 2015 updated 2018)</p> <p><a href="#"><u>Quality assurance framework for nursing, midwifery and nursing associate education</u></a> (NMC, 2020)</p> <p><a href="#"><u>QA Handbook</u></a> (NMC, 2020)</p>

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><a href="#"><u>Standards framework for nursing and midwifery education</u></a> (NMC, 2018)</p> <p><b>Standard 1: The learning culture:</b></p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p><b>Standard 2: Educational governance and quality:</b></p> <p>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</p> <p>R2.4 comply with NMC <a href="#"><u>Standards for student supervision and assessment</u></a></p> <p>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</p> <p>R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation</p> <p>R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection</p> <p><b>Standard 3: Student empowerment:</b></p>



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.**

Programme documentation and discussion at the modification visit confirm a collaborative approach to the programme development with key stakeholders, including maternity service users, PLPs, clinical placement facilitators (CPFs), practice assessors and practice supervisors. The views of current and graduate midwifery students and registered nurses who're interested in becoming registered midwives have informed the development of the MSc midwifery route. All stakeholder groups tell us that their feedback and contribution to the programme is reflected in the proposed route.

Documentary evidence confirms and service users tell us that they've been significantly involved in the development of the proposal. Service users tell us that they're involved across teaching, learning and assessment and that there're plans to further enhance their input to the recruitment and selection process. The programme team are commended for their collaborative approach to service user involvement during the curriculum development.

PLPs, practice assessors and practice supervisors work collaboratively with the programme team. Documentary evidence and the visit confirm that practice assessors and practice supervisors understand the needs of students who are NMC registrants and learning at academic level seven. Documentary evidence and the programme team and PLPs confirm that there are processes in place to manage student and practice learning concerns. Effective communication is further demonstrated by partnership meetings every two weeks that are attended by the programme team and PLP representatives. These provide the opportunity to discuss and manage any issues highlighted in practice learning environments.

The roles and responsibilities of practice assessors, practice supervisors and academic assessors are clearly detailed in the MORA. There are plans in place to develop academic assessors', practice assessors' and practice supervisors' understanding of the needs of students who are already registrants and the skills required to support learning at academic level seven. Documentary evidence and the modification process confirm that the academic assessor role is supported by UW.

Documentary evidence confirms that procedures are in place to support theoretical and practice learning. There are processes to manage any issues of concern relating to practice learning environments and to resolve and mitigate any risks to student learning. Students and an alumni representative tell us that they're well supported in the practice learning environment. They tell us that there's a collaborative approach between practice assessors, practice supervisors and academic assessors. Students confirm that they're supported to report any issues or concerns relating to practice learning and they know how to access support. Students confirm that there's support in place for study and reflection time and tell us that they are supernumerary in practice learning environments.

Relevant and appropriate inter-professional learning (IPL) opportunities are planned. In year one, students will attend a midwifery conference with social work students; in year two they will attend a midwifery childbirth emergency skills day with paramedicine students. There are IPL opportunities to learn about perinatal mental health and safeguarding.

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

**MET**  **NOT MET**

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

**MET**  **NOT MET**

**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

## Student journey through the programme

### Standard 1: Selection, admission and progression

#### AEIs must:

- R1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI
- R1.2 inform the NMC of the name of the lead midwife for education
- R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes

#### AEIs together with practice learning partners must:

- R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
- R1.5 confirm on entry to the programme that students:
  - R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document
  - R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
  - R1.5.3 demonstrate values in accordance with [the Code](#)
  - R1.5.4 have capability to learn behaviours in accordance with the Code
  - R1.5.5 have capability to develop numeracy skills required to meet programme outcomes
  - R1.5.6 can demonstrate proficiency in English language
  - R1.5.7 have capability in literacy to meet programme outcomes
  - R1.5.8 have capability for digital and technological literacy to meet programme outcomes
- R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes
- R1.7 ensure students' health and character are 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 Guidance of health and character](#). This includes satisfactory occupational health assessments and criminal record checks
- R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse determinations made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully

R1.9 ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and  
 R1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult) and the programme complies with Article 40(1)(b) of Directive 2005/36/EC outlined in Annex 1 of this document.

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

**Proposed transfer of current students to the programme under review**  
 Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the *Standards for pre-registration midwifery 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 appoint a lead midwife for education who is responsible for midwifery education in the AEI  
 YES  NO

R1.2 inform the NMC of the name of the lead midwife for education  
 YES  NO

R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes  
 YES  NO

R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education  
 YES  NO

R1.5 confirm on entry to the programme that students:



- R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document  
**YES**  **NO**
- R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife  
**YES**  **NO**
- R1.5.3 demonstrate values in accordance with the Code  
**YES**  **NO**
- R1.5.4 have capability to learn behaviours in accordance with the Code  
**YES**  **NO**
- R1.5.5 have capability to develop numeracy skills required to meet programme outcomes  
**YES**  **NO**
- R1.5.6 can demonstrate proficiency in English language  
**YES**  **NO**
- R1.5.7 have capability in literacy to meet programme outcomes  
**YES**  **NO**
- R1.5.8 have capability for digital and technological literacy to meet programme outcomes  
**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 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes  
**MET**  **NOT MET**

R1.6 is met. Programme documentation confirms the entry requirements for literacy and numeracy. Applicants' digital literacy is assessed as part of the approved interview process. A self-audit tool developed by the library services and the programme team supports students to develop the study skills required at academic level seven.

Mapping to module outcomes and assessments demonstrates evidence of how students develop the numeracy, literacy and digital technology skills required to meet the programme outcomes. Numeracy skills are integrated in modules to

develop learning and assessments. To ensure that students demonstrate the numeracy skills required they have access to the safeMedicate application via the virtual learning environment (VLE). Students undertake a numeracy examination each year and must successfully achieve a 90 percent pass mark in year one and a 100 percent pass mark in year two of the programme. Online theory learning is supported through the UW VLE.

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

R1.7 ensure students' health and character are 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 Guidance of health and character](#). This includes satisfactory occupational health assessments and criminal record checks

YES  NO

R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse determinations made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully

YES  NO

R1.9 ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and

YES  NO

R1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult) and the programme complies with Article 40(1)(b) of Directive 2005/36/EC outlined in Annexe 1 of this document.

YES  NO

**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 pre-registration midwifery programmes* and the *Standards of proficiency for registered midwives* will be met through the transfer of existing students onto the proposed programme.**

No existing students will transfer onto the proposed programme.

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



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

The SSSA is established within the approved BSc (Hons) midwifery programme.

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

YES  NO

**Outcome**

**Is the standard met?** MET  NOT MET

**Date:** 4 March 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 2: Curriculum**

**AEIs 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 the *NMC Standards of proficiency for midwives*
- R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes
- R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice

- R2.7 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required
- R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies, and
- R2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, and comply with Article 40 (1) and satisfy Article 41(1) of Directive 2005/36/EC (see Annexe 1) by meeting the following criteria:
- R2.9.1 full time education and training as a midwife is a minimum of three years and 4,600 hours, or
- R2.9.2 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of two years and 3,600 hours, or
- R2.9.3 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.

### 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 for midwives* 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.

- R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes MET  NOT MET

R2.4 is met. Programme documentation and discussion at the visit confirm that there's evidence of consultation and engagement with women, partners and advocacy groups. Service user representatives tell us that they contribute to the design, development and the ongoing delivery and evaluation of the programme. They describe how the programme team link with local maternity voices groups, where midwifery lecturers and a consultant midwife attend their bi-monthly meetings. This provided the opportunity for consultation about the proposals for the MSc midwifery programme. This process has ensured that discussion and feedback received has been used to inform the MSc programme development.

**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.

**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.**

R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice

MET  NOT MET

R2.6 is met. Unchanged since original approval on 6 July 2020.

R2.7 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required

MET  NOT MET

R2.7 is met. Documentary evidence and the modification visit confirm that technology-enhanced learning opportunities are used effectively and proportionately to support learning and assessment. There's a blended online learning approach, with synchronous and asynchronous delivery. Face-to-face on-campus sessions facilitate simulation activities, where clinical circumstances occur infrequently and a proficiency is required.

R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies

MET  NOT MET

R2.8 is met. The programme is designed to be delivered over two years. There are 23 theory and 22 practice weeks in year one and 22 theory and 23 practice weeks in year two. Students will achieve the 3,600 hours required with an equal balance

of theory and practice learning. A variety of learning and teaching strategies have been incorporated into the programme.

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

R2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, and comply with Article 40 (1) and satisfy Article 41(1) of Directive 2005/36/EC (see Annexe 1) by meeting the following criteria:

R2.9.1 full time education and training as a midwife is a minimum of three years and 4,600 hours,

YES  NO  N/A

The proposed route is a two-year shortened midwifery programme.

R2.9.2 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of two years and 3,600 hours, or

YES  NO  N/A

R2.9.3 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.

YES  NO  N/A

The proposed route is a two-year shortened midwifery programme.

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: 4 March 2021

**Post event review**

Identify how the condition(s) is met:

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

### Standard 3: Practice learning

#### **AEIs together with practice learning partners must:**

- R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives
- R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families
- R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working
- R3.4 provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants
- R3.5 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services
- R3.6 provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual
- R3.7 take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities
- R3.8 ensure students experience the range of hours expected of practising midwives, and
- R3.9 ensure 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 enable students to develop and

meet the NMC Standards of proficiency for midwives

**MET**  **NOT MET**

R3.1 is met. Documentary evidence and the approval visit confirm that practice learning opportunities will continue to enable students to develop and meet the SPM. Student progression towards the achievement of the SPM is documented in the MORA. There's detailed mapping of the eight programme modules to the assessments; the six domains are clearly mapped to modules demonstrating how students meet the requirements of the SPM. PLPs and documentary evidence confirm that practice learning experiences expose students to learning experiences across all areas of maternity care.

R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families

**MET**  **NOT MET**

R3.2 is met. There's evidence that students experience the role and scope of the midwife, enabling them to provide holistic care to women, newborn infants, partners and families across the care continuum. The programme team and PLPs confirm that there are sufficient practice learning opportunities. This ensures that students accessing the programme can access the experiences that provide learning associated with the holistic needs of those who access maternity services. PLPs and the programme team tell us that practice learning environment capacity is continually monitored to ensure students have exposure to learning opportunities.

R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working

**MET**  **NOT MET**

R3.3 is met. Programme documentation confirms that there are IPL events across both years. In year one there are learning opportunities with social worker students through attendance at a joint midwifery conference. In year two there's participation in a midwifery childbirth emergency skills day with paramedicine students. Students and PLPs tell us that there're opportunities in practice learning environments to support working alongside and collaboratively with a range of health and social care professionals.

R3.4 provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants

**MET**  **NOT MET**

R3.4 is met. The programme team, students and PLPs tell us that there're learning opportunities in theory and practice that enable the achievement of the



proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants. The programme team are advised to consider how students evaluate continuity of carer experiences in the practice learning environment. (Recommendation one)

R3.5 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services

**MET**  **NOT MET**

R3.5 is met. The programme team and PLPs confirm that there're opportunities for students to experience the provision of midwifery care for a diverse population across a range of settings, including midwifery led services. Documentary evidence and discussion at the visit confirm that practice learning environments expose students to learning experiences across all areas of maternity care. These include complex care, special care baby units, neonatal intensive care units and specialist clinics. The alumni student midwife representative tells us that students are increasingly accessing and learning from continuity of carer schemes across PLP practice learning environments.

R3.6 provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual factors

**MET**  **NOT MET**

R3.6 is met. Documentary evidence and the approval visit confirm that there're learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complications and additional care needs arise. These include physical, psychological, social, cultural and spiritual factors. Practice learning opportunities include special care baby units and neonatal intensive care unit environments. Programme documentation, including module specifications and the MORA, confirm that students learn and are assessed appropriately to ensure they meet this requirement. The programme handbook details student facing information that presents the concept of additional care needs for women and newborn infants. The year two module 'systematic examination of the newborn' supports the achievement of this skill.

R3.7 take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities

**MET**  **NOT MET**

R3.7 is met. Unchanged since the original approval on 6 July 2020.

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



R3.8 ensure students experience the range of hours expected of practising midwives	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
R3.9 ensure students are supernumerary	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to practice learning are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <a href="#">Standards for student supervision and assessment</a> relevant to practice learning are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Outcome</b>	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 4 March 2021	
<b>Post event review</b>	
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	

<b>Standard 4: Supervision and assessment</b>
<b>AEIs together with practice learning partners must:</b>
R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC <a href="#">Standards framework for nursing and midwifery education</a>
R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC <a href="#">Standards for student supervision and assessment</a>
R4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes
R4.4 provide students with feedback throughout the programme to support their development

- R4.5 ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 percent
- R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife
- R4.7 ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives, and
- R4.8 ensure the knowledge and skills for midwives set out in Article 40(3) and the activities of a midwife specified in Article 42 of Directive 2005/36/EC have been met as outlined in Annexe 1 of this document

### 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 opportunities and assessment complies with the NMC [Standards framework for nursing and midwifery education](#)

**MET**  **NOT MET**

R4.1 is met. Documentary evidence and discussion at the modification visit demonstrate that UW, the programme team and PLPs have approved procedures and policies in place to evidence how students undertaking the proposed programme receive support, supervision, learning opportunities and assessment that comply with the SFNME. Students have access to module teams who provide academic support, and a range of student support services are also available online. A library based 'learner journeys self-audit tool' supports students to develop academic level seven study skills. The safeMedicate package supports the development of medicines management and numeracy skills.

Documentary evidence and the modification visit confirm that students have access to a variety of practice learning settings to facilitate them to achieve the requirements of the SPM. Practice learning experiences in both years of the programme are planned to facilitate students meeting with a diverse range of people in a variety of settings. All practice learning environments must meet the requirements of the approved educational audit process. Practice learning is supported by academic assessors, practice assessors and practice supervisors who work in partnership with students. There's evidence of robust communication processes between academic assessors, practice assessors and practice supervisors. Students, academic assessors and practice assessors meet at specific points in the programme to review progress and provide further development if required towards achievement of the SPM. There's a final meeting to agree that the programme outcomes and proficiencies that have been met are

recorded in the MORA. The practice assessor is responsible for practice assessment and this must be agreed with the academic assessor.

Academic staff are suitably qualified to deliver the proposed MSc route and are experienced in teaching and assessing students at academic level seven. PLPs and the programme team confirm that there are sufficient appropriately prepared practice assessors, practice supervisors and academic assessors to support learning and assessment in practice learning environments.

Students tell us that they're well supported academically throughout the programme. They confirm that they can access student services and academic support from the programme team. Students tell us that formative and summative feedback effectively support and enable their academic progress. The range of assessments detailed in the programme specification and module specifications confirm that students have the opportunities to develop a wide range of skills relevant to midwifery practice.

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

**MET**  **NOT MET**

R4.2 is met. Programme documentation and discussion with PLPs, students, practice assessors and practice supervisors confirm that the SSSA is applied as approved. The MORA sets out the roles and responsibilities of practice assessors, practice supervisors and academic assessors. Preparation for the roles is detailed in programme documentation. The programme handbook confirms that students are provided with appropriate student facing documents that detail how they're supported, supervised and assessed in the practice learning environment.

R4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes

**MET**  **NOT MET**

R4.3 is not met. Programme documentation and discussion at the modification visit confirm that students meet the SPM and the programme outcomes. Theory and practice learning are clearly mapped against the SPM and the programme outcomes. Module specifications detail the programme content, however there's limited evidence of how pharmacology and the principles of administration and optimisation of medicines are delivered and assessed in the programme. It's not clear how students could be supported to undertake a future prescribing qualification as a registered midwife. (Condition one)

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

**MET**  **NOT MET**

R4.4 is met. Unchanged since the original approval on 6 July 2020.

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

R4.5 ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 percent

YES  NO

R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife

YES  NO

R4.7 ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives, and

YES  NO

R4.8 ensure the knowledge and skills for midwives set out in Article 40(3) and the activities of a midwife specified in Article 42 of Directive 2005/36/EC have been met as outlined in Annexe 1 of this document

YES  NO

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

The programme is clearly mapped against the SPM. There's limited evidence of how pharmacology and the principles of administration and optimisation of medicines are delivered and assessed in the programme. It's not clear how students could be supported to undertake a future prescribing qualification as a registered midwife.

Condition one: Provide programme documentation that evidences how pharmacology and the principles of administration and optimisation of medicines is delivered and assessed to ensure students are supported to undertake a future prescribing qualification as a registered midwife. (SPMP R4.3)

**Date:** 4 March 2021

**Post event review**

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

Condition one: Revised programme and module specifications, the programme handbook and a module mapping document detail how pharmacology and the principles of administration and optimisation of medicines are delivered and assessed across the duration of the programme. Students will be invited to attend a medication and pharmacology workshop, which is designed to reflect and consolidate pharmacology and the principles of administration and optimisation of medicines to prepare them to undertake a future prescribing qualification as a registered midwife. The workshop will also support preparation for the medicines examination that students undertake at the end of year two. Mapping against the programme outcomes is detailed in the module mapping document.

Condition one is met.

**Evidence:**

Revised, module specification document, undated

Module and assessment mapping document, undated

Pharmacology, administration and optimisation of medicines, module mapping document, April 2021

Draft programme, medication and pharmacology workshop, undated

Revised, programme handbook, 2021-2022

**Date condition(s) met:** 4 May 2021

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

**MET**  **NOT MET**

**Standard 5: Qualification to be awarded**

**AEIs together with practice learning partners must:**

R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level

R5.2 notify students during and before completion of the programme that they have [five years](#) to apply to register with the NMC if they wish to rely on this qualification<sup>1</sup>. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

*Standards framework for nursing and midwifery education specifically R2.11, R2.20*

Findings against the standards and requirements	
<b>Evidence provides assurance that the following requirements are met:</b>	
R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
R5.2 notify students during and before completion of the programme that they have <a href="#">five years</a> to apply to register with the NMC if they wish to rely on this qualification <sup>2</sup> . In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Fall Back Award</b> If there is a fall back exit award with registration as a midwife all NMC standards and proficiencies are met within the award.	YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
There're no fall back exit awards that confer eligibility to register as a midwife with the NMC.	
Assurance is provided that the <a href="#">Standards framework for nursing and midwifery education</a> relevant to the qualification to be awarded are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome	
<b>Is the standard met?</b>	<b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
<b>Date:</b> 4 March 2021	
Post event review	
<b>Identify how the condition(s) is met:</b>	
N/A	
<b>Date condition(s) met:</b>	
N/A	
<b>Revised outcome after condition(s) met:</b>	<b>MET</b> <input type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>



N/A



**Section four**

**Sources of evidence**

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

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for midwives</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education (NMC, 2018) (Gateway 1)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment (NMC, 2018) apply to the programme(s) (Gateway 2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration midwifery programmes (NMC, 2019) (Gateway 3)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the LME	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: No apprenticeship route is being considered for approval.		
List additional documentation: Revised, module specification document, undated Module and assessment mapping document, undated Pharmacology, administration and optimisation of medicines, module mapping document, April 2021 Draft programme, medication and pharmacology workshop, undated Revised, programme handbook, 2021-2022 Email, confirmation from the chair that the university conditions have been met, 4 May 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"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" 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"/>
Year three, BSc (Hons) midwifery students x four Alumni, BSc (Hons) midwifery student x one		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation No apprenticeship route is being considered for approval.		
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:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System Regulator Reports List: CQC quality report, Worcestershire Acute Hospitals NHS Trust, 20 September 2019 CQC quality report, Alexandra Hospital, 13 February 2020 CQC quality report, Brighton and Sussex University Hospitals NHS Trust, 8 January 2019 CQC quality report, Good Hope Hospital, 6 February 2020 CQC quality report, Nottingham University Hospitals NHS Trust, 14 March 2019 CQC quality report, Oxford University Hospitals NHS Foundation Trust, 17 June 2019 CQC quality report, University Hospitals Birmingham NHS Foundation Trust, 13 February 2019 CQC quality report, St George's University Hospitals NHS Foundation Trust, 18 December 2019 CQC quality report, University Hospitals Birmingham NHS Foundation Trust, 13 February 2019 CQC quality report, Worcestershire Royal Hospital, 13 February 2020		
If you stated no above, please provide the reason and mitigation: This is an established AEI and visits to facilities weren't needed.		
Additional comments: None identified.		

**Mott MacDonald Group Disclaimer**

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

<b>Issue record</b>			
<b>Final Report</b>			
Author(s):	Rowena Doughty	Date:	15 March 2021
Checked by:	Bernadette Martin	Date:	26 March 2021
Submitted by:	Amy Young	Date:	18 May 2021
Approved by:	Emiko Hughes	Date:	18 May 2021