

Programme Major Modification report

Section one

Programme provider name:	University of the West of England Bristol
Programme reviewed: <i>This is the NMC programme title(s)</i>	Registered Midwife - 18M <input type="checkbox"/> Registered Midwife - 24M <input type="checkbox"/> Registered Midwife - 36M <input checked="" type="checkbox"/> Registered Midwife - degree apprentice <input type="checkbox"/>
AEI programme title(s):	
Current AEI programme title(s): <i>Please include all currently approved programme titles</i>	BSc (Hons) Midwifery BSc (Hons) Midwifery apprenticeship
Modified AEI programme title(s) if applicable: <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i>	N/A
Additional AEI programme title(s) if applicable: <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i>	BSc (Hons) Midwifery - Blended Learning
Academic levels of current programme:	
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	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Registered Midwife - 36M	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Midwife - degree apprentice	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Academic levels of modified/additional programme(s)/route(s):	
Registered Midwife - 18M	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Registered Midwife - 24M	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Registered Midwife - 36M	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p>

	<input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input 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
Programme approval dates:	
Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i>	25 February 2021
Date(s) of NMC approval of any modifications since last approval:	N/A
Programme start dates:	
Current modification programme start date:	
Registered Midwife – 18M	
Registered Midwife – 24 M	
Registered Midwife – 36 M	24 January 2022
Registered Midwife – degree apprentice	
Date of modification:	18 October 2021
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Rachael Spencer

Section two

Summary of review and findings

The University of the West of England Bristol (UWE) is an established Nursing and Midwifery Council (NMC) approved education institution (AEI). The school of health and social wellbeing within the faculty of health and applied sciences present a major modification to the pre-registration Bachelor of Science with Honours (BSc (Hons)) midwifery programme approved by the NMC on 25 February 2021. The modification is to include a full-time BSc (Hons) midwifery blended learning route. No changes have been made for the programme learning outcomes or assessment. There will be a maximum of 10 students in the first cohort.

The development of the curriculum philosophy and structure considers national and regional reports including the National Maternity Review: Better Births (NHS England, 2016). The proposal is supported by the Health Education England (HEE) strategy to support the delivery of midwifery blended learning programmes. The programme design confirms that there's an equal balance of 50 percent theory and 50 percent practice; 80 percent of the theoretical content will be delivered online to enable students to engage flexibly with the curriculum. There's a maximum of 20 percent face to face contact on campus to support statutory and mandatory training and some clinical skills development. There's an information technology (IT) infrastructure in place to support student remote learning.

Programme documentation confirms that the curriculum content, modes of delivery and practice learning experiences are designed to meet the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and the Standards of proficiency for midwives (SPM) (NMC, 2019). Modules are structured to support student learning, with a variety of learning and teaching strategies to support formative and summative assessments. Support mechanisms across theory and practice and for online learning are clearly evidenced.

The midwifery ongoing record of achievement (MORA) is used to record the progression and assessment of practice. The MORA is the product of a collaborative development based on the established and approved pan-London model. The development of the MORA included national and regional stakeholder engagement with lead midwives for education (LMEs) in England and Northern Ireland, and is supported by HEE. All students use an online electronic MORA.

Programme documentation and the modification visit confirms that there's effective partnership between UWE, students, practice learning partners (PLPs) and service users and carers (SUCs) at both operational and strategic levels. There's confirmation of support for the addition of the blended learning route from all stakeholders at the visit.

Processes are in place to manage any issues of concern relating to practice learning environments and to mitigate any practice learning risks. PLPs explain how arrangements for exceptional circumstances and reasonable adjustments work and how they communicate with UWE. They also describe how they collect and use feedback from students and the mechanisms for the early identification and escalation of concerns.

There's clear evidence that UWE and the programme team work collaboratively with PLPs to address concerns raised in external system regulator reports, including those from the Care Quality Commission (CQC). This collaboration ensures that action plans are implemented which aim to prevent any compromise to safety in practice learning environments or to the quality of student learning experiences.

Recognition of prior learning (RPL) is not available for pre-registration midwifery programmes. There's an LME in post, who's registered with the NMC.

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

This visit is undertaken by remote means.

The programme modification is recommended to the NMC for approval subject to one NMC condition. One NMC recommendation, one joint NMC and university recommendation and four university recommendations are made.

Updated 29 November 2021:

UWE have provided additional documentation to meet the NMC condition.

The modification is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

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

<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>Condition one: Provide application documentation that evidences how applicants are prepared and assessed to engage with the digital technology skills prior to or on admission to the programme. (SFNME R3.4; SPMP R1.5.8, R1.6)</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>None identified.</p>
<p>Date condition(s) to be met:</p>	<p>29 November 2021</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider including in one context document the information about how students are further supported to meet the proficiencies in each part of the programme. (SFNME R3.2; SPMP R4.3)</p> <p>Recommendation two: Consider a dedicated technology enhanced learning officer role to further support the IT interface, digital access and skills development needs of students and staff on the blended midwifery programme. (SFNME R3.4; SPMP R1.6) (NMC and university recommendation)</p> <p>Recommendation three: To ensure very clear expectations are set for students on the potential additional costs and attendance requirements for the face to face block teaching. (University recommendation)</p>

	<p>Recommendation four: To review the practice assessor facing documents (for example to review proficiency records in PebblePad) for ease of access and use in practice settings. (University recommendation)</p> <p>Recommendation five: To consider enhancement to the scope and application of the UWE academic personal tutor role for this programme, in the light of the loss of mentoring and the introduction of the SSSA system by the NMC. (University recommendation)</p> <p>Recommendation six: To develop models for inclusive delivery, considering options that would mitigate the additional barriers presented by face to face learning blocks and placement expectations (for example leading skills simulations/practical skills sessions in different locations based on student clusters). (University recommendation)</p>
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>Additional programme documentation provides evidence that the condition is met.</p> <p>Additional application documentation provides evidence of how applicants are prepared and assessed to engage with digital technology skills prior to and on admission to the programme. Condition one is met.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
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:	29 November 2021
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Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p>Standards for pre-registration midwifery programmes (NMC, 2019)</p> <p>The Future midwife: Standards of proficiency for registered midwives (NMC, 2019)</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
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standard 1: The learning culture:</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>Standard 2: Educational governance and quality:</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 Standards for student supervision and assessment</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>

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.

Programme documentation and discussion at the modification visit confirm that there's evidence of sound partnership working between UWE and key stakeholders. Students, SUCs, local community partnership groups, advocacy groups and PLPs have contributed to the development, co-production, delivery, assessment and evaluation of the programme. There are a range of appropriate practice learning environments that support the delivery of the programme. The MORA requires the involvement of SUCs, practice supervisors, practice assessors, academic assessors and students to provide feedback on the supervision and assessment processes.

PLPs confirm that they work collaboratively with UWE and the programme team. The LME attends meetings with directors of midwifery and maternity, heads of midwifery, the regional chief midwife, the midwifery lead for HEE in the south west, local maternity system lead midwives and leads for the regional maternity network and clinical commissioning groups. PLPs, students and SUCs confirm the

effectiveness of partnership working with the programme team. They tell us that their contribution to programme development is valued. There's a clear commitment from the programme team and stakeholders to work together to support the implementation, delivery, assessment, evaluation and enhancement of the programme.

There's evidence of inter-professional learning (IPL) that's appropriate to the programme and profession, provided through synchronous and asynchronous theory and skills sessions. Examples include face to face undergraduate practical obstetric multi-professional training sessions and obstetric emergency simulation days with medical students on campus. Opportunities for IPL within practice learning environments is evidenced in the MORA and context documentation.

Programme documentation clearly details the distinct SSSA roles and how they are applied to the programme. Students tell us that they receive feedback from practice supervisors and practice assessors at the specific stages identified in the MORA and context documentation. Programme documentation and the modification process confirms that UWE have mechanisms in place to ensure students evaluate modules, the programme and practice learning experiences. Student evaluation is reviewed and where required acted upon through the UWE quality review committee. Assessment and feedback processes confirm that individual learning needs, including reasonable adjustments and support needs, are considered. Programme team link lecturers provide additional practice learning support for both students and midwifery practice supervisors and practice assessors. They link with practice learning environments ensuring there's effective communication between the programme team and practice staff. They provide programme updates and undertake educational audits. The role is in addition to the academic assessor role.

Programme documentation and students confirm that there's comprehensive student-centred strategies which aim to provide students with personal, academic and practice support across learning environments. Students undertaking the proposed blended learning route will have access to equitable support mechanisms which are available online. Students tell us that there's a high level of support from the programme team. Support for blended learning students includes the provision of online access to for example the programme manager, module leaders and academic personal tutors. The IT support desk is available online as self-service provision in addition to telephone IT support. There's evidence of appropriate resources provided for asynchronous learning. All streamed synchronous lectures are recorded for students to review. Students can access IT systems on and off campus.

A range of PLPs support the delivery of the programme and confirm that they work collaboratively with the programme team to address any concerns raised in external system regulator reports. This collaborative approach ensures that action plans are implemented to assure safe practice learning and the quality of student practice learning experiences. Programme documentation including student and

practice supervisor and practice assessor facing documents clearly detail the procedures for reporting and escalating any concerns about safe and effective care. PLPs, students, practice supervisors and practice assessors confirm that there are processes in place to raise and escalate any practice learning concerns.

PLPs tell us that there's sufficient quality midwifery practice learning opportunities to meet the SSSA, the SPMP and the SPM. Programme documentation and PLPs confirm that they work in partnership with UWE and the programme team to identify any practice placement capacity issues that impact on student learning. There's clearly documented evidence that fitness to practise processes and policies are in place.

Recruitment, selection and admissions processes include the involvement of PLPs and SUCs. SUCs tell us that they feel valued as equal partners in the recruitment and interview process. They confirm that they are well prepared and supported to undertake the role. SUCs tell us how they contribute to learning and teaching. They describe how they are part of online synchronous teaching sessions and evaluations. They tell us that they receive appropriate training and development for their participation in the programme.

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 Annexe 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

R1.5.8 is not met. Applicants to the programme have the opportunity to undertake a digital readiness course that assesses their ability to engage with digital media. It's not clear how as part of the recruitment process applicants are advised about this course or if any preparation is required to ensure that they have the appropriate digital capability and skills to undertake the programme. There's no assurance that an applicant's ability to engage with digital media is appropriately assessed as part of the recruitment and selection process at application or through engagement with digital media on the recruitment selection day. (Condition one)

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 not met. Programme documentation explicitly details the entry requirements for literacy and numeracy. Numeracy is embedded throughout the midwifery programme in both theory and practice learning using a variety of medicines administration processes including the online safeMedicate learning tool. Programme documentation clearly demonstrates that students are exposed to medicines administration learning that ensure that they can develop these skills with increasing complexity across the duration of the programme. Arrangements

for student support and preparation to develop numeracy and literacy skills, digital and technological literacy are well established.

Applicants to the programme have the opportunity to undertake a digital readiness course that assesses their ability to engage with digital media. It's not clear how as part of the recruitment process applicants are advised about this course or if any preparation is required to ensure that they have the appropriate digital capability and skills to undertake the programme. There's no assurance that an applicant's ability to engage with digital media is appropriately assessed as part of the recruitment and selection process at application or through engagement with digital media on the recruitment selection day. (Condition one)

It's clear that students are supported to develop literacy, digital and technological literacy skills. These are embedded in module delivery and linked to module assessments. There's evidence of a wide range of online learning and teaching strategies including digital presentations, the development of prototype health education resources, collaborative projects, professional blogs and personal portfolios. Assessments include online examinations, video recordings and electronic record keeping that evidence practice learning progression and assessment. The blended learning materials demonstrate the promotion of student engagement and immersion with the theoretical content that encourages independent learning and reflective immersion. Students are required to and supported to access digital and online learning platforms in support of blended learning delivery. Practice supervisors and practice assessors access the MORA and the online platform PebblePad to review student progression in practice learning environments.

A detailed midwifery digital strategy details how students are supported to progress and what their expectations are throughout the duration of the programme. To support students who require additional support with numeracy, literacy and digital and technological literacy they have access to student support services. These include for example one to one developmental literacy and numeracy sessions. Students have access to digital support and training including online self-service and telephone support. They can access one to one development sessions if required. They are supported by technology enhanced learning officers. There's a digital capability scheme to support students who may require support to purchase IT equipment.

Students tell us that they feel very well supported by their academic personal tutors and are aware of all the support mechanisms offered by UWE. Resources that are provided for asynchronous access can be downloaded to support further review. Streamed synchronous lectures are recorded and available to students.

The programme team and senior academic staff confirm that academic staff have access to digital support and training and are supported by a technology enhanced learning team and digital champions. This support is identified as part of staff development. Programme documentation and the support described by the senior

team provide assurance that academic staff supporting students on the proposed route have the skills to support them. To further support the proposed route and to support academic staff supporting this UWE are advised to consider how an additional and dedicated technology enhanced learning officer role could further support the programme. (Recommendation two)

Programme documentation confirms there's governance arrangements in place to monitor online student engagement with the programme. The programme team and senior academic staff tell us that student engagement with online learning is monitored through learner analytic data on the virtual learning environment (VLE). The VLE ensures the programme team can monitor student access to learning resources, assignment submissions, contribution to discussion boards, quizzes, reflective activities and collaborative projects. Their engagement in the formative assessments that are embedded across all modules is also monitored by the programme team. Documentary evidence and discussion with the programme team provides further assurance that there's processes to ensure that there are governance arrangements in place for conducting online assessments.

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 heath 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** **N/A**

A shortened pre-registration midwifery route isn't being proposed.

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 current students will transfer to the proposed blended learning route.

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 implemented in the 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

Applicants to the programme have the opportunity to undertake a digital readiness course that assesses their ability to engage with digital media. It's not clear how as part of the recruitment process applicants are advised about this course or if any preparation is required to ensure that they have the appropriate digital capability and skills to undertake the programme. There's no assurance that an applicant's ability to engage with digital media is appropriately assessed as part of the recruitment and selection process at application or through engagement with digital media on the recruitment selection day. (Condition one)

Outcome

Is the standard met?

MET NOT MET

Applicants to the programme have the opportunity to undertake a digital readiness course that assesses their ability to engage with digital media. It's not clear how as part of the recruitment process applicants are advised about this course or if any preparation is required to ensure that they have the appropriate digital capability and skills to undertake the programme. There's no assurance that an applicant's ability to engage with digital media is appropriately assessed as part of the recruitment and selection process at application or through engagement with digital media on the recruitment selection day.

Condition one: Provide application documentation that evidences how applicants are prepared and assessed to engage with the digital technology skills prior to or on admission to the programme. (SFNME R3.4; SPMP R1.5.8, R1.6)

Date: 18 October 2021

Post event review

Identify how the condition(s) is met:

Condition one: Assessment of individual digital capabilities and readiness of digital literacy development will initially be assessed at interview. Following the recruitment and selection process successful applicants are required to complete the 'digital online learning at UWE Bristol' course. A revised pre-arrival letter for students provides information about the requirement to undertake the course. A web link to the course is provided in the letter.

On successful completion of the course, email evidence of engagement is generated; students are required to submit this during the on-campus induction week. Completion is monitored and recorded by the programme lead. Students also receive a tailored digital readiness session during the induction week. Facilitated by a faculty digital champion, this session provides further opportunities for students to identify areas for development and how they can be supported to create bespoke digital capability plans that enable them to further develop their digital capability throughout the programme.

Condition one is met.

Evidence:

Revised, pre-arrival letter midwifery 2021, November 2021

Date condition(s) met:

29 November 2021

Revised outcome after condition(s) met:

MET **NOT MET**

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. Unchanged through the modification.

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. Programme documentation and discussion with students and PLPs confirm that theory and practice learning is designed and delivered to provide relevant and ongoing exposure to midwifery practice. Year one students learn under the direct supervision of registered midwives with increasing indirect supervision as they progress through the programme. The range of practice learning experiences include antenatal, postnatal, labour ward and community settings.

A practice placement officer manages student allocations to practice learning environments. They act as the interface between UWE and PLPs. There's an online system that records student allocations and hours across the programme duration. There are clear educational audit and evaluation processes in place to ensure the quality and safety of practice learning. There's detailed programme documentation that evidences caseload holding and the incremental expectations of student involvement in the process across the programme to experience the continuity of care model.

Programme documentation and the modification process confirms that UWE have a range of accessible resources and support mechanisms for students who are learning remotely. The resources also support student learning in practice environments. Telephone consultations and support can be accessed through the UWE wellbeing, disability and student support services. Students undertaking the blended learning route will, in addition to having access to all the existing support mechanisms, have access to remote one to one support from a designated midwifery disability and wellbeing lead.

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. Programme documentation clearly details how technology and simulated learning are used to support learning and assessment. The range of online learning materials ensure that students are supported to engage effectively

with online learning. Online theoretical content is delivered using synchronous and asynchronous approaches.

Students undertake 20 percent face to face learning that's delivered at UWE. On campus learning enables students to undertake the compulsory requirements of the programme. These include induction, skills development days and the practical assessment in year three. All programme tutorials are synchronous, enabling students from all programme routes to work together and engage as a learning community using the VLE. Communities of learning are further facilitated for students undertaking the proposed route using enquiry-based learning (EBP) set group work, a peer assisted learning scheme, a VLE conversations function and a midwifery society.

Programme documentation and the modification visit demonstrate that there are a variety of simulation learning and teaching strategies. EBP and simulation using high fidelity manikins and software enable academic staff to adapt simulation-based opportunities for complex and emergency scenario-based learning. Simulation provides a safe learning environment for students to apply theory to clinical scenarios in preparation for practice learning. Simulation is used as part of the blended learning approach. Programme documentation confirms that simulated learning opportunities aren't used to replace practice learning hours.

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. Unchanged through the modification.

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**

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**

The programme isn't designed as a shortened two-year pre-registration midwifery programme for registered adult nurses.

<p>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.</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p>	
<p>An 18-month route isn't presented for approval.</p>	
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Outcome</p>	
<p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>	
<p>Date: 18 October 2021</p>	
<p>Post event review</p>	
<p>Identify how the condition(s) is met:</p> <p>N/A</p>	
<p>Date condition(s) met:</p> <p>N/A</p>	
<p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>N/A</p>	

<p>Standard 3: Practice learning</p>	
<p>AEIs together with practice learning partners must:</p> <p>R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives</p> <p>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</p> <p>R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working</p>	

- 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. Unchanged through the modification

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. Unchanged through this modification.

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. Unchanged through this modification.

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. Unchanged through this modification.

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. Unchanged through this modification.

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. Unchanged through this modification.

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 through this modification.

Evidence provides assurance that the following requirements are met

R3.8 ensure students experience the range of hours expected of practising midwives

YES **NO**

R3.9 ensure 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: 18 October 2021

Post event review

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

Standard 4: Supervision and assessment
<p>AEIs together with practice learning partners must:</p> <p>R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC Standards framework for nursing and midwifery education</p> <p>R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC Standards for student supervision and assessment</p> <p>R4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes</p> <p>R4.4 provide students with feedback throughout the programme to support their development</p> <p>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</p> <p>R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife</p> <p>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</p> <p>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</p>
Findings against the standards and requirements
<p>Provide an <u>evaluative summary</u> 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</p> <p>R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC Standards framework for nursing and midwifery education</p>

MET **NOT MET**

R4.1 is met. Unchanged through this modification.

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. Unchanged through this modification.

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 met. Programme documentation demonstrates that theory and practice are mapped to the SPM and the programme outcomes. There are practice learning experiences in each year of the programme which are designed to facilitate students meeting the needs of a diverse range of people in a variety of practice and community settings. Domains one to five are mapped and the skills in domain six are clearly detailed in the MORA. External examiners review the quality of assessments.

The MORA details and records achievement of the proficiencies in the practice learning environment and progression through each part of the programme. Information about the arrangement of proficiencies in each part of the programme and the monitoring and management of student progression through the programme are clearly detailed in separate student facing documents. Students tell us that they have programme MORA context documentation that informs them about how to access all the programme information that supports them to meet the programme proficiencies in each part of the programme. The programme team are advised to consider including the information about how students are supported to meet the proficiencies in each part of the programme in one context document. (Recommendation one)

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

MET **NOT MET**

R4.4 is met. Unchanged through this modification.

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

Date: 18 October 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 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

qualification¹. 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

Evidence provides assurance that the following requirements are met:

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

YES NO

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 qualification². 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 NO

Fall Back Award

If there is a fall back exit award with registration as a midwife all NMC standards and proficiencies are met within the award.

YES NO N/A

There are no exit awards that confer NMC registration as a midwife.

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: 18 October 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input type="checkbox"/>	<input checked="" 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</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 <i>Standards for pre-</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<i>registration midwifery programmes</i> (NMC, 2019) (Gateway 3)		
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.	<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: There's no student university handbook. Relevant university details are detailed in the programme handbook. A blended learning apprenticeship route isn't being proposed.		
List additional documentation: Post visit documentation: Revised, pre-arrival letter midwifery 2021, November 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"/>
If yes, please identify cohort year/programme of study: BSc (Hons) midwifery, year one x one BSc (Hons) midwifery, year three x one		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If you stated no above, please provide the reason and mitigation A blended learning apprenticeship route isn't being proposed.
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 practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System Regulator Reports List: Royal Cornwall Hospitals NHS Trust, CQC quality report, 15-17 January 2018 Royal Cornwall Hospitals NHS Trust, CQC quality report, 20 September 2018 Royal Cornwall Hospitals NHS Trust, CQC quality report, 26 February 2020		
If you stated no above, please provide the reason and mitigation: UWE is an established AEI; resource visits weren't required as part of this modification.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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

Issue record

Final Report

Author(s):	Rachael Spencer	Date:	21 October 2021
Checked by:	Bernadette Martin	Date:	25 October 2021

Submitted by:	Amy Young	Date:	9 December 2021
Approved by:	Leeann Greer	Date:	10 December 2021