

Programme Major Modification report

Section one

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| Programme provider name: | Sheffield Hallam University |
| Programme reviewed: | 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"/> |
| AEI programme title(s): | |
| Current AEI programme title(s): | BSc (Hons) Midwifery |
| Modified AEI programme title(s) if applicable: | N/A |
| Additional AEI programme title(s) if applicable: | MSc Midwifery (shortened) |
| 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 | 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 - 36M | England, Wales, Northern Ireland |

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| | <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 <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 |
| Academic levels of modified/additional programme(s)/route(s): | |
| 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 |

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| 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: | 2 July 2020 | | | | |
| 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 Registered Midwife – degree apprentice | <table border="1"> <tr><td> </td></tr> <tr><td>30 January 2023</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> | | 30 January 2023 | | |
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| 30 January 2023 | | | | | |
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| Date of modification: | 31 August 2022 | | | | |
| Type of modification: | Visit | | | | |
| QA visitor(s): | Registrant Visitor: Nicola Clark | | | | |

Section two

Summary of review and findings

Sheffield Hallam University (SHU) is an established approved education institution (AEI). The department of nursing and midwifery (the department) is responsible for the planning and delivery of the midwifery provision, which sits within the college of health, wellbeing and life sciences (the college).

SHU propose a two-year full-time Master of Science (MSc) pre-registration shortened midwifery route in addition to the existing three-year Bachelor of Science with Honours (BSc (Hons)) pre-registration midwifery programme, against the Nursing and Midwifery Council (NMC) Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and Standards of proficiency for midwives (SPM) (NMC, 2019). The three-year BSc (Hons) pre-registration programme was approved on 2 July 2020.

The proposed route is blended learning provision aimed at adult nursing field registrants. Curriculum content, modes of delivery and practice experiences are mapped against and designed to meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC, 2018).

Development of this route follows a request by the local heads of midwifery (HoM's) and Health Education England (HEE), with clear evidence of co-production with all stakeholders, including practice learning partners (PLPs), service users and carers (SUCs) and students.

The existing three-year BSc (Hons) programme has one intake in September each year and the proposed route has one intake in January of each year. Student numbers are agreed in collaboration with PLPs, with agreement for 15 students to commence on this route in January 2023. The proposed shortened route is 80 percent theory learning online and 20 percent of theory learning face-to-face. There's no shared learning between the two routes and inter-professional learning (IPL) opportunities are created as on-campus activities. The proposed route is 180 level seven credits, detailed explicitly in the programme structure as either 20 or 40 credit modules.

The proposed route has exit awards at academic level seven that don't confer eligibility to register as a midwife with the NMC.

The proposed route adopts the midwifery ongoing record of achievement (MORA), which is ungraded and is accessed via PebblePad, the online platform. The MORA is the product of a collaborative development and is based on the established pan

London model. The development of the MORA used regional stakeholder engagement including all lead midwives for education (LMEs) in England and Northern Ireland and is supported by HEE.

Admission to the proposed route is through recognition of advanced standing as an NMC registered adult nurse, recognition of prior learning isn't available for pre-registration midwifery programmes.

In view of adverse Care Quality Commission (CQC) reports, there's clear evidence of robust and effective collaborative working between SHU and PLPs. There's an AEI CQC analysis process, which involves a review, development of an action plan and implementation of reporting pathways to HEE and/or the NMC where required. All action plans are agreed between the AEI, college and PLPs.

The modification visit is undertaken by remote means.

The SFNME isn't met at programme level as conditions apply. The SSSA is met at programme level.

The proposed route is recommended for approval subject to four joint NMC and university conditions. There are two NMC recommendations and one university recommendation.

Updated 2 October 2022:

Evidence is provided to meet the conditions. The AEI has confirmed that the joint conditions have been signed off as 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

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| <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 two: Provide clear evidence of a robust process to evidence equality, diversity and inclusion (EDI) training for all stakeholders involved in the decision-making for recruitment to the programme. (SFNME R2.6; SPMP R1.4) (NMC and university condition)</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>Condition four: The numeracy assessment must appear on the module descriptors where this takes place. (SPMP R4.5) (NMC and university condition)</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: Provide amended documentation that explicitly details the one credit module requirement at the end of the programme. (SFNME R5.1; SPMP R2.1) (NMC and university condition)</p> <p>Condition three: The structure and sequencing of the assessment in year one must be reconfigured to enable students to better manage their theory and practice learning. (SFNME R5.7; SPMP R2.1) (NMC and university condition)</p> |
| <p>Date condition(s) to be met:</p> | <p>10 October 2022</p> |
| <p>Recommendations to enhance the programme delivery:</p> | <p>Recommendation one: To consider reviewing the number of systematic examinations of the newborn (SEN) required to be achieved for this programme in</p> |

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| | <p>view of capacity in the practice placement areas. (SPMP R3.1)</p> <p>Recommendation two: To monitor placement areas where continuity of midwifery carer isn't in place to ensure all students achieve this proficiency. (SPMP R3.4)</p> <p>Recommendation three: That the course team talk to library services as soon as possible to ensure that essential/key readings are available to students in electronic format and in the case of e-books, that this is on a multi-user licence model. (University recommendation)</p> |
| Focused areas for future monitoring: | Placement capacity in view of increase in student numbers through the additional route. |

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| Programme is recommended for approval subject to specific conditions being met | |
| Commentary post review of evidence against conditions: | |
| <p>SHU has evidenced through revised documentation how the NMC conditions have been met.</p> <p>The amended MSc midwifery submission document explicitly details in the course structure the one credit module requirement at the end of the programme. Condition one is met.</p> <p>Additional documentation clearly details the process which provides assurance that all stakeholders involved in decision-making for recruitment to the programme will evidence up-to-date EDI training. Condition two is met.</p> <p>Newly developed documentation, with an amended training plan and an updated MSc midwifery submission document details how the structure and sequencing of assessments in year one has been reconfigured to enable students to better manage their theory and practice learning. Condition three is met.</p> <p>The amended MSc midwifery submission document clearly evidences that the numeracy assessment is now summative within the modules where the assessment takes place. Condition four is met.</p> | |

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| The AEI has confirmed that the joint conditions have been signed off as met. Assurance is provided that the SFNME and the SPMP are now met. | |
| AEI Observations | Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> |
| Summary of observations made, if applicable | |
| Final recommendation made to NMC: | Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/> |
| Date condition(s) met: | 2 October 2022 |

Section three

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

| Partnerships |
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| The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders. |
| Please refer to the following NMC standards reference points for this section: Standards framework for nursing and midwifery education (NMC, 2018) Standard 1: The learning culture: |

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC [Standards for student supervision and assessment](#)

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

- R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
- R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
- R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

- R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
- R1.7 students are empowered to be proactive and to take responsibility for their learning
- R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentation and the modification visit demonstrate that SHU is committed to partnership working with stakeholders in the development, delivery and evaluation of the pre-registration midwifery programme at strategic and operational levels. Stakeholder involvement for the development of this modification is evidenced in minutes from curriculum steering and development groups and from listening events with students and SUCs.

The design of the midwifery programme reflects national and professional workforce strategies and seeks to provide opportunities for IPL in both practice and theory learning settings. IPL opportunities include a safeguarding conference with social work and health visitor students, involvement in a home birth scenario with paramedic students and a mock operative birth with operating department practitioner students.

The MORA evidences the involvement of SUCs and students in feedback, supervision and assessment processes. Opportunities for IPL for students within the practice learning setting is evidenced within the MORA documentation and any non-midwifery placements. Documentation and the modification visit evidence that students receive feedback from their practice assessor and practice supervisor at specific stages as identified within the MORA. The MORA is ungraded.

The SSSA is established in the midwifery programme. Students and PLPs confirm that the SSSA is operationalised in practice. Practice supervisors and practice assessors are allocated by the learning environment manager and supported by the practice learning support team. The MORA evidences how students receive feedback from practice supervisors and practice assessors at specific stages of the programme.

Students work and learn from a range of people in a variety of practice placements to prepare them to provide care for women and families with diverse needs. Students negotiate 'insight visits' which include working alongside specialist midwives in bereavement, perinatal mental health and safeguarding to contribute to their development of skills included in the MORA. Placements are managed by the director of placement learning, in conjunction with the college and department placement learning leads.

There's a 'supervising and assessing students in practice' event in each semester, where student documentation is reviewed by experienced practice supervisors and

practice assessors with a view to learning lessons, assurance of parity and identification of good practice. This feeds forward into the curriculum and practice learning partnership group, where areas for improvement are identified.

Strategic oversight of placement learning, including quality assurance monitoring such as education audits of the placement areas, is undertaken by the director of placement learning. Audits are undertaken bi-annually and are available to view on the practice assessment record and evaluation site (PARE).

Student engagement occurs through a combination of ways, there are internal and external surveys as well as the student voice. Each cohort has a student representative, who's invited to monthly student voice meetings and students have monthly meetings with the LME and the course lead. Students also provide feedback on both theory modules and for practice placements via the PARE.

Continuity of midwifery carer and caseload holding is undertaken in each year of the programme, with clear guidance available to support students with this requirement.

There's documentary evidence of the involvement of SUCs and PLPs in the midwifery programme recruitment and selection process and this is confirmed at the visit. PLPs undertake EDI training as part of mandatory training, however PLPs tell us they're not asked to evidence that this is up to date. There's the potential for EDI to become out of date, with no clear evidence of how EDI training is monitored to ensure that all those who are involved in the recruitment and selection of students are prepared to undertake recruitment activities. (Condition two)

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

MET **NOT MET**

PLPs involved in recruitment and selection undertake EDI training as part of the trust mandatory training. PLPs tell us they're not asked to evidence that this is up to date. There's the potential for EDI to become out of date, with no clear evidence of how EDI training is monitored to ensure that all those who are involved in the recruitment and selection of students are prepared to undertake recruitment activities that are fair and transparent.

Condition two: Provide clear evidence of a robust process to evidence EDI training for all stakeholders involved in the decision-making for recruitment to the programme. (SFNME R2.6; SPMP R1.4) (NMC and university condition)

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

MET **NOT MET**

Post event review

Identify how the condition(s) is met:

Additional documentation clearly details the process which provides assurance that all stakeholders involved in decision-making for recruitment to the programme will evidence up-to-date EDI training.

Condition two is met.

Evidence:

SHU response to condition two document, undated

Date condition(s) met: 2 October 2022

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

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

R1.4 is not met. The involvement of SUCs and PLPs in the midwifery programme recruitment process is evidenced within programme documentation and is confirmed at the visit. PLPs tell us they're not asked to provide evidence of up-to-date EDI training prior to their involvement with this process. (Condition two)

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

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| | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| R1.5.6 can demonstrate proficiency in English language | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| R1.5.7 have capability in literacy to meet programme outcomes | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| R1.5.8 have capability for digital and technological literacy to meet programme outcomes | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| 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 | | |
| 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 <input checked="" type="checkbox"/> | NOT MET <input type="checkbox"/> |
| <p>R1.6 is met. The proposed route is blended learning provision with 80 percent of learning being delivered online. Sessions are both synchronous, for example live streamed face-to-face sessions and asynchronous, for example recordings of sessions and online resources. There are online resources for anatomy and physiology, e-workbooks and an e-medicines calculations package. The virtual learning environment is interactive, with online discussion boards and virtual videoconferencing. Students must complete a numeracy examination annually which is undertaken as part of mandatory preparation for practice and must be passed at 100 percent.</p> | | |
| 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 <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| 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 | | |

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| YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> |
| 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/> |
| 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/> |
| Proposed transfer of current students to the programme under review |
| From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the <i>Standards for pre-registration midwifery programmes</i> and the <i>Standards of proficiency for registered midwives</i> will be met through the transfer of existing students onto the proposed programme. |
| There are no students to transfer as this is a new route being proposed. |
| Proposed transfer of current students to the <u>Standards for student supervision and assessment (SSSA) (NMC, 2018).</u> |
| <i>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.</i> |
| The SSSA is implemented in the current programme. |
| Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met |
| YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> |
| The involvement of SUCs and PLPs in the midwifery programme recruitment process is evidenced within programme documentation and is confirmed at the visit. PLPs involved in recruitment and selection undertake EDI training as part of the trust mandatory training. PLPs tell us they're not asked to provide evidence of up-to-date EDI training prior to their involvement with this process. There's the potential for EDI to become out of date, with no clear evidence of how EDI training is monitored to ensure that all those who are involved in the recruitment and selection of students are prepared to undertake recruitment activities that are fair and transparent. (Condition two) |

Outcome

Is the standard met?

MET **NOT MET**

The involvement of SUCs and PLPs in the midwifery programme recruitment process is evidenced within programme documentation and is confirmed at the visit. PLPs tell us they're not asked to provide evidence of up-to-date EDI training prior to their involvement with this process.

Condition two: Provide clear evidence of a robust process to evidence EDI training for all stakeholders involved in the decision-making for recruitment to the programme. (SFNME R2.6; SPMP R1.4) (NMC and university condition)

Date: 31 August 2022

Post event review

Identify how the condition(s) is met:

Additional documentation clearly details the process which provides assurance that all stakeholders involved in decision-making for recruitment to the programme will evidence up-to-date EDI training.

Condition two is met.

Evidence:

SHU response to condition two document, undated

Date condition(s) met: 2 October 2022

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

R2.1 is not met. There's a one credit module that's available to view on the strategic information technology system (SITS) which students must complete to register as a midwife. This includes the completion of required programme hours, number of births and other European Union (EU) directive requirements. This isn't evident within the programme structure nor is there a module descriptor for this. (Condition one)

The documentation details an assessment which includes elements of the SEN after the first semester of the proposed route. Students and PLPs tell us that gaining experience with SEN can be problematic and 'depends on being in the right place at the right time'. Programme documentation and the presentation at the modification visit evidence that the assessment load at the end of year one is significantly greater than at other times of the year. To facilitate student success,

modes, timings and the availability of the required practice experiences in preparation for assessment must be reconsidered. (Condition three)

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 this 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

This programme is delivered in England.

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 through this modification.

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. Unchanged through this modification.

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. Documentary evidence demonstrates that the proposed route is comprised of 1800 hours theory and 1800 hours of practice. There are blocks of theory and practice and module descriptors detail a spiral curriculum design facilitating incremental learning, increasing in depth as students' progress through the programme. Communities of learning are facilitated using enquiry-based learning set group work, online discussion boards and video conferencing. This is in addition to on-campus sessions connecting with fellow students and participatory learning in the skills laboratory.

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 the shortened route for registered adult nurses.

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 two years and 3,600 hours.

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

YES **NO**

There's a one credit module that's available to view on SITS which students must complete to register as a midwife. This includes the completion of required programme hours, number of births and other EU directive requirements. This isn't evident within the programme structure nor is there a module descriptor for this. (Condition one)

The documentation details an assessment which includes elements of the SEN after the first semester of the proposed route. Students and PLPs tell us that gaining experience with SEN can be problematic and 'depends on being in the right place at the right time'. There's the potential that students won't have received sufficient exposure to SEN to be appropriately assessed. Programme documentation and the presentation at the modification visit evidence that the assessment load at the end of year one is significantly greater than at other times of the year, which places students at risk of being unable to manage their learning effectively. (Condition three)

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

There's a one credit module that's available to view on the SITS which students must complete to register as a midwife. This includes the completion of required programme hours, number of births and other EU directive requirements. This isn't evident within the programme structure nor is there a module descriptor for this. (Condition one)

Condition one: Provide amended documentation that explicitly details the one credit module requirement at the end of the programme. (SFNME R5.1; SPMP R2.1) (NMC and university condition)

Elements of the SEN are assessed after the first semester of the proposed route. Students and PLPs tell us that gaining experience with SEN can be problematic and 'depends on being in the right place at the right time'. There's the potential that students won't have received sufficient exposure to SEN to be appropriately assessed. Programme documentation and the presentation at the modification visit evidence that the assessment load at the end of year one is significantly greater than at other times of the year.

Condition three: The structure and sequencing of the assessment in year one must be reconfigured to enable students to better manage their theory and practice learning. (SFNME R5.7; SPMP R2.1) (NMC and university condition)

Date: 31 August 2022

Post event review

Identify how the condition(s) is met:

The amended MSc midwifery submission document explicitly details in the course structure the one credit module requirement at the end of the programme.

Condition one is met.

Evidence:

MSc midwifery submission document post conditions, undated

Newly developed documentation, with an amended training plan and an updated MSc midwifery submission document details how the structure and sequencing of assessments in year one has been reconfigured to enable students to better manage their theory and practice learning.

Condition three is met.

Evidence:

MSc midwifery submission document post conditions, undated

Course diagram, undated

Rationale for assessment dates, undated

MSc midwifery plan for placement with assessments version three, undated

Date condition(s) met: 2 October 2022

Revised outcome after condition(s) met:

MET

NOT MET

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. The MORA, produced through the collaboration of midwifery education and PLPs across England and Northern Ireland, details the SPM and how these are achieved.

PLPs, students and the programme team tell us there are varied and appropriate placement learning opportunities to achieve programme learning outcomes and the SPM. To meet the SEN proficiency, programme documentation and the programme team tell us that students are required to observe 10 and personally undertake a further 40 SEN. Students and PLPs tell us that it's sometimes problematic to undertake this many, though the PLPs and the programme team provide assurance that students do successfully achieve this proficiency by the end of the programme. (Recommendation one)

- 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. The continuity of midwifery carer caseload holding experience guidance has been updated for this proposed route. Students choose three women simultaneously per year to case hold throughout the year. The purpose is to provide real-life experience of developing relationships and providing continuity of care to a mother and her newborn throughout the entire childbirth period, to gain knowledge of the woman's 'journey', to develop skills in decision making and to understand the true meaning of the term 'midwife'. One PLP at the modification visit tells us that there's currently no continuity of midwifery carer team and that caseload holding will be difficult to achieve. This isn't the same for the other PLPs at the modification visit. (Recommendation two)

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: 31 August 2022

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 4: Supervision and assessment

AEIs together with practice learning partners must:

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

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

- 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. 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. The proposed route is clearly mapped to the SPM and programme outcomes. Module descriptors and the MORA evidence how they meet the proficiencies, with a context document detailing the requirements for each academic year.

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

R4.5 is not met. The numeracy assessment is included as part of the mandatory package that students must complete prior to placement in each year. It's not however detailed on the module descriptor as a summative assessment.
(Condition four)

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 numeracy assessment is included as part of the mandatory package that students must complete prior to placement in each year. It's not however detailed on the module descriptor as a summative assessment.

Condition four: The numeracy assessment must appear on the module descriptors where this takes place. (SPMP R4.5) (NMC and university condition)

Date: 31 August 2022

Post event review

Identify how the condition(s) is met:

The amended MSc midwifery submission document clearly evidences that the numeracy assessment is now summative within the modules where the assessment takes place.

Condition four is met.

Evidence:

MSc midwifery submission document post conditions, undated

Date condition(s) met: 2 October 2022

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 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 fall-back awards with 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: 31 August 2022

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A



Section four

Sources of evidence

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

| Key documentation | YES | NO |
|---|-------------------------------------|--------------------------|
| Programme document, including proposal, rationale and consultation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Programme specification(s) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Module descriptors | <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</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-registration midwifery programmes</i> (NMC, 2019) (Gateway 3) | <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. | <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 apprenticeship programme proposed. | | |
| List additional documentation: Documentation to evidence conditions: MSc midwifery submission document post conditions, undated SHU response to condition two document, undated Course diagram, undated Rationale for assessment dates, undated MSc midwifery plan for placements with assessments version three, undated | | |
| Additional comments: None identified. | | |

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

| | YES | NO |
|--|-------------------------------------|-------------------------------------|
| Senior managers of the AEI/education institution with responsibility for resources for the programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Senior managers from associated practice learning partners with responsibility for resources for the programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 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: One x first year BSc (Hons) midwifery Two x second year BSc (Hons) midwifery | | |
| Service users and carers | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| If you stated no above, please provide the reason and mitigation There's no apprenticeship programme 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: CQC inspection report, Barnsley Hospice, 1 June 2022 CQC inspection report, Doncaster and Bassetlaw Teaching Hospital NHS Foundation Trust, 19 February 2020 CQC inspection report, The Rotherham NHS Foundation Trust, 29 September 2021 CQC inspection report, Rotherham, Doncaster and South Humber NHS Foundation Trust, 21 February 2020 CQC inspection report, Sheffield Teaching Hospitals NHS Foundation Trust, 5 April 2022 CQC inspection report, Sheffield Health and Social Care NHS Foundation Trust, 19 August 2021 CQC inspection report, Sheffield Teaching Hospitals NHS Foundation Trust, 5 April 2022 | | |
| If you stated no above, please provide the reason and mitigation: SHU is an established AEI and visits to resources isn't required. | | |
| Additional comments: None identified. | | |

Mott MacDonald Group Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

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): | Nicola Clark | Date: | 31 August 2022 |
| Checked by: | Ian Felstead-Watts | Date: | 14 September 2022 |
| Submitted by: | Lucy Percival | Date: | 13 October 2022 |
| Approved by: | Leeann Greer | Date: | 28 October 2022 |