

Programme Major Modification report

Section one

Programme provider name:	Keele University
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 checked="" type="checkbox"/>
AEI programme title(s):	
Current AEI programme title(s): <i>Please include all currently approved programme titles</i>	BSc (Hons) Midwifery
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 (Apprenticeship)
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

	<p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <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 <input type="checkbox"/> N/A</p>
Registered Midwife - degree apprentice	<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 <input checked="" 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 <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 <input checked="" type="checkbox"/> N/A</p>
Registered Midwife - 36M	<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>

	<input checked="" type="checkbox"/> N/A
Registered Midwife - degree apprentice	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input 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>	6 August 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	23 September 2024
Date of modification:	17 June 2024
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Rowena Doughty

Section two

Summary of review and findings

Keele University (KU) is an established and experienced approved education institution (AEI). The midwifery provision sits within the school of nursing and midwifery (the school) and is part of the faculty of medicine and health sciences. The school has an established record of providing professional healthcare apprenticeship programmes, including registered nurse (adult and mental health fields). There are strategies and structures in place to support apprenticeship programmes in the AEI. These are a university central apprenticeship reporting structure and a school apprenticeship structure which provides support to meet the requirements for apprenticeship programmes. The AEI received an 'overall good' Ofsted report in September 2023.

The Nursing and Midwifery Council (NMC) approved the current Bachelor of science (BSc) with honours (Hons) midwifery programme as a three-year direct entry route on 6 August 2020. The programme is delivered at the KU campus in Staffordshire.

No modifications are proposed to the existing programme. The proposed modification is the addition of a BSc (Hons) midwifery apprenticeship route with eligibility to apply to register with the NMC as a midwife. The apprenticeship route runs alongside the direct entry route and all students are taught together. It's envisaged that there will be five students per year undertaking the apprenticeship route.

The apprenticeship route is developed to meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for student supervision and assessment (SSSA) (NMC, 2018, updated 2023) and the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019, updated 2023). Learning outcomes are mapped to the Standards of proficiency for midwives (SPM) (NMC, 2019) and the knowledge, skills and behaviours within the apprenticeship standard. The employer partner (EP) is University Hospitals of North Midlands NHS Trust. A signed commitment statement is seen. Plans are in place to ensure the EP, practice assessors and practice supervisors are prepared to support apprentices.

The pan-England and Northern Ireland midwifery ongoing record of achievement (MORA) is an integral part of the assessment of practice in the existing programme and proposed apprenticeship route. It's housed within the practice assessment record and evaluation (PARE) e-platform and therefore completed as an electronic document. The MORA is previously approved.

Support for students in practice and governance processes are in place to manage and mitigate any risks to student learning. Guidance for students on raising, escalating and managing concerns is in place. There's evidence of partnership working between KU, the EP and practice learning partners (PLPs) when there are any risks to safe and effective practice learning identified through adverse regulatory and other reports.

There's a detailed access and participation plan (APP) which discusses the AEI's ongoing commitment to improving equality of opportunity for underrepresented groups to access, succeed and progress in higher education. The AEI identifies some specific areas where focused work is prioritised and undertaken. For example, activities to address specific attainment gaps within the black student population. They also focus on activities that support progression for mature students and those with a mental health condition.

The AEI describes the apprenticeship route as a way of enhancing their ability to recruit and support mature learners and facilitate development of more diverse pathways into the university. They liaise closely with local schools, colleges and employers. The APP provides detailed strategies to promote inclusion and success for all undergraduates, including a blended curriculum, decolonising of the curriculum and a comprehensive pastoral and academic support network. The school has an equality, diversity and inclusion (EDI) lead.

The modification visit is undertaken face-to-face.

The SFNME isn't met at programme level as a condition applies.

The SSSA are met at programme level.

The programme is recommended for approval subject to one NMC condition and two university conditions. The university make two recommendations.

Updated 31 July 2024:

KU has provided documentation to meet the NMC condition. KU confirm the two university conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

Programme is recommended to the NMC for approval

	<p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>Condition one: The programme team must develop a process with the EP that supports students on the apprenticeship route to meet the requirement to gain experience of leadership and team working with different maternity providers. (SFNME R2.3; SPMP R3.6)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition two: The programme team must provide revised programme and module documentation, including ensuring they align to the KU learning principles and recently defined assessment terminology. (University condition)</p> <p>Condition three: The programme team must provide a response to the external academic reviewer's report, stating any amendments that have been made to the programme documentation as a result of this feedback. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>1 August 2024</p>

Recommendations to enhance the programme delivery:	<p>Recommendation one: To consider the use of artificial intelligence (AI) in terms of embedding the skills and understanding that students need to use and engage with AI positively to enhance their studies. (University recommendation)</p> <p>Recommendation two: To consider reviewing the format of the assessment in the module 'biological processes in midwifery' and to establish whether this is an authentic assessment. (University recommendation)</p>
Focused areas for future monitoring:	Placement capacity and the student experience as student numbers on the programme increase.

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>Documentary evidence demonstrates the process underpinning how leadership and team working experiences with different maternity providers are arranged and monitored for apprenticeship students. The EP leads on the process for apprenticeship students to have a one-week observational placement within a neighbouring NHS trust. Collaboration is evident and the EP agrees the proposed process. There's sharing of placement agreements and placement audits between the trusts. KU maintain a database detailing the apprenticeship student leadership placement allocation. Plans are in place for students to evaluate their experiences and arrangements are in place to collaboratively review and develop the process. Condition one is met.</p> <p>KU confirm the two university conditions are met. Conditions two and three are met.</p>	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/>

	Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	31 July 2024

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points Standards for pre-registration midwifery programmes (NMC 2019, updated 2023) The Future midwife: Standards of proficiency for registered midwives (NMC, 2019) Standards framework for nursing and midwifery education (NMC 2018, updated 2023) Standards for student supervision and assessment (NMC 2018, updated 2023) 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, 2022)</p>

Partnerships
<p>The AEI works in partnership with their practice learning partners, people who use services, 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, updated 2023)</p> <p>Standard 1: The learning culture: R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality: S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, 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</p>

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 people who use services 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 people who use services contribute to student assessment

[Standards for student supervision and assessment](#) (NMC 2018, updated 2023)

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 users of services, 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, people who use services, students and any other stakeholders.

Programme documentation and the modification visit confirm there's an effective partnership between the AEI, students, PLPs, the EP and people who use services and carers (PUSCs) in the development of the current BSc (Hons) midwifery programme and the proposed apprenticeship route. There's a PUSC engagement strategy for the training and engagement of PUSCs to underpin their involvement in the education of students. PUSCs are involved in discussions around curriculum

structure, core content and selection and recruitment criteria. PUSCs are also involved in learning, teaching and assessment across the current midwifery programme, both in theory and practice-based learning. For example, they're invited to theory sessions to share their stories and use them to stimulate debate and discussion about holistic care, thereby building on students' understanding of empathy and compassion.

Students, EPs and PUSC participation in curriculum design and development is discussed at the visit. There's evidence of partnership working between the AEI, students, PLPs, the EP and PUSCs at operational level in the development of the current programme. For example, through curriculum development meetings. The programme team, EPs and PUSCs tell us this continues with the apprenticeship route through programme planning meetings and the annual programme review process.

Programme documentation and discussion at the visit confirm a collaborative approach to the apprenticeship route development with key stakeholders. This includes the local maternity voices partnership (MVP) group, PUSCs, the EP, practice education facilitators, practice assessors and practice supervisors. The views of current midwifery students inform development of the apprenticeship route. For example, students tell us they provide feedback to the AEI about the importance of a shared programme with apprenticeship students as their diverse backgrounds and experiences will enhance peer learning. All stakeholder groups tell us that their feedback and contribution to the programme is valued and acted upon. For example, the inclusion of activities during induction and the first weeks of the programme to promote a cohesive cohort.

The EP, practice assessors and practice supervisors tell us they work collaboratively with the programme team. For example, placements are organised by the EP in partnership with the school. There are plans in place to develop their understanding of the needs of apprenticeship students, for example around transferable skills via practice-based monthly updates. A specific half-day preparation session is also planned for practice supervisors and practice assessors who support apprentices. Recruitment of apprentices is a joint process with the EP and programme team.

Documentary evidence and the modification visit confirm there are processes in place to manage any issues of concern relating to practice learning environments and to resolve and mitigate any risks to student learning. Student representatives tell us that they're well supported in the practice learning environment. They describe a collaborative approach between practice assessors, practice supervisors and academic assessors that facilitates their learning. Students confirm they're supported to report any issues or concerns relating to practice learning and that they know how to access support. Guidance for students on raising and escalating concerns is in place and students confirm at the visit that they understand the process.

Documentation demonstrates and students tell us that they're provided with a range of KU, school and programme-based information that helps them to understand processes and procedures that support them on the programme. Students tell us they receive information about the timing of placements through an annual planner and that information about activities relating to their teaching, learning and assessment is received within expected timeframes. Students tell us they're on campus usually three days per week, with a later start and earlier finish which helps to support mature students and those with caring responsibilities.

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, 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, people who use services, 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 meet the entry requirements for the programme as set out by the AEI and are suitable for midwifery practice
 - 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 police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and education establishments and ensure 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).

[Standards framework for nursing and midwifery education](#), specifically R2.6, R2.7, R2.8, R2.9, R2.11

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, updated 2023).

Proposed transfer of current students to the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

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 meet the entry requirements for the programme as set out by the AEI and are suitable for midwifery practice
YES NO
- R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
YES NO
- R1.5.3 demonstrate values in accordance with the Code
YES NO
- R1.5.4 have capability to learn behaviours in accordance with the Code
YES NO

R1.5.5 have capability to develop numeracy skills required to meet programme outcomes

YES NO

R1.5.6 can demonstrate proficiency in English language

YES NO

R1.5.7 have capability in literacy to meet programme outcomes

YES NO

R1.5.8 have capability for digital and technological literacy to meet programme outcomes

YES NO

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

R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes

MET NOT MET

R1.6 is met. Programme documentation and the visit demonstrate that students are supported to develop the numeracy, literacy and digital technology skills required to meet the programme outcomes in the existing programme. The strategies and processes in place are also available to students on the apprenticeship route.

Numeracy skills are integrated into modules to develop learning and include formative assessments in years one and two of the programme. This is supported by student access to safeMedicate, an online numeracy support system. Students undertake a summative numeracy examination with a 100 percent pass mark in year three of the programme. A varied theory, learning and assessment approach is evident and supports the ongoing development of literacy and digital technology skills through a blended curriculum. The eMORA is managed through the online PARE platform facilitating access and completion by students, practice assessors and practice supervisors.

For the apprenticeship programme, the admissions process and progression in the programme is managed and recorded using the APTEM apprenticeship learner management system. APTEM is the name of the system, not an acronym. As part of the admissions process, apprenticeship students undertake a skills scan to identify areas that require support and development and an individual learning plan (ILP) is created, for example related to academic writing skills. This self-evaluation process facilitates students to seek support available from the wider university.

APTEM is shared between the student and appropriate academic and practice staff. Progress and achievement of the ILP is monitored every 12 weeks during tripartite progress review meetings involving the student's practice assessor, clinical placement facilitator or education lead and academic assessor. APTEM helps to support the student to develop technological literacy, demonstrate their learning throughout the programme, identify any concerns impacting on progression and agree a conjoint intervention plan if required. It also set targets for achieving the next step in the student's learning plan and supports and prepares students for their integrated end point assessment (EPA).

Evidence provides assurance that the following requirements are met

R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the [NMC Guidance of health and character](#). This includes satisfactory occupational health assessments and criminal record checks
YES NO

R1.8 ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and education establishments and ensure 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).
YES NO N/A

A shortened midwifery programme isn't 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.

This is a new apprenticeship route and therefore there are no existing apprentices who require transfer.

Proposed transfer of current students to the *Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023)*.

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.

This is a new apprenticeship route and therefore there are no existing apprentices who require transfer. The SSSA are embedded within the programme at KU.

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 17 June 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 2: Curriculum

AEIs together with practice learning partners must:

R2.1 ensure programmes comply with the *NMC Standards framework for nursing and midwifery education*

R2.2 comply with the *NMC Standards for student supervision and assessment*

R2.3 ensure that programme learning outcomes reflect the *NMC Standards of proficiency for midwives*

R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes

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

- R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice
- R2.7 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required
- R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies, and
- R2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, by meeting the following criteria:
- R2.9.1 ensure that all pre-registration midwifery programmes meet the equivalent minimum programme length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours, or
- R2.9.2 where a student is already registered with the NMC as a registered first level nurse (adult), education and training as a midwife shall be a minimum of two years, which consists of a minimum of 3,600 hours, or
- R2.9.3 where a student is already registered with the NMC as a registered first level nurse (adult), 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.

Standards framework for nursing and midwifery education, specifically R1.9, R1.13; R2.2, R2.15, R2.17, R2.19, R2.20, R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R3.16; R5.1 - R5.16.

Standards for student supervision and assessment, specifically R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

- R2.1 ensure programmes comply with the NMC [Standards framework for nursing and midwifery education](#) YES NO
- R2.2 comply with the NMC [Standards for student supervision and assessment](#) YES NO
- R2.3 ensure that programme learning outcomes reflect relevant *Standards of proficiency for midwives* YES NO

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

R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes

MET **NOT MET**

R2.4 is met. Programme documentation and discussion at the modification visit confirm there's evidence of consultation and engagement with women, partners, families and advocacy groups. There's an established PUSC team organised and managed through the MVP. They contribute to the design, development, ongoing delivery and evaluation of the existing programme and tell us they'll continue to do so. PUSC representatives at the visit tell us they're involved in the curriculum through delivery of classroom-based sessions where they can share their stories and create debate and discussion. PUSCs tell us they're fully involved in co-production of the curriculum and support the apprenticeship route as it makes entry to the midwifery profession more accessible for underrepresented groups, thereby promoting EDI. Students tell us they gain feedback from PUSCs during practice placements using a questionnaire as part of the eMORA documentation.

Evidence provides assurance that the following requirements are met

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

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

The programme isn't delivered in Wales.

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

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

MET **NOT MET**

R2.6 is met. Unchanged 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. Programme documentation and the visit confirm that the existing programme and proposed apprenticeship route is 135 weeks of full-time study consisting of 50 percent theory and 50 percent practice, plus 21 weeks of annual leave to a total of 156 weeks. Programme documentation confirms that the apprenticeship route meets the requirement for 2300 hours of theory and 2300 hours of practice-based learning. Consolidation weeks are built into the programme. Placements are organised in partnership with the EP to ensure that practice learning hours are achieved, together with a variety of practice experiences for all students.

Theory based learning adopts a blended approach where students experience a range of learning and teaching strategies to support social collaboration and deep learning. This includes lead lectures, lecturer-led group tutorials, student-led tutorials and seminars, case-based scenarios, simulation, interprofessional learning and directed study. Some lectures are delivered asynchronously, however clinical skills practice sessions are always delivered face-to-face. Students tell us they're on campus usually three days a week which supports them to complete student-led pre and post session learning activities.

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, by meeting the following criteria:

R2.9.1 ensure that all pre-registration midwifery programmes meet the equivalent minimum programme length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours, or

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

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

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

KU doesn't offer a shortened programme of two years.

R2.9.3 where a student is already registered with the NMC as a registered first level nurse (adult), education and training as a

<p>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>KU doesn't offer a shortened programme of 18 months.</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: 17 June 2024</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> <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</p>	

- R3.5 provide learning opportunities, across the whole continuum of care, that enables students to gain experience to:
- 3.5.1 support and care for women during pregnancy, undertaking no less than 100 antenatal examinations
 - 3.5.2 support and care for no less than 40 women in labour and facilitate the birth. Where 40 births cannot be reached owing to the lack of available women giving birth, it may be reduced to a minimum of 30, provided that the student is given the opportunity to assist with caring for an additional 20 women giving birth
 - 3.5.3 participate in the support and care of women in labour and having a breech birth. Where there are no opportunities in practice to gain experience of breech births, proficiency may be gained by simulated learning
 - 3.5.4 support and care for no less than 100 women postnatally and 100 healthy newborn infants
 - 3.5.5 develop the required knowledge, skills and behaviours needed to support and care for no less than 40 women who have additional care needs or develop complications including those related to physical, psychological, social, cultural and spiritual factors
 - 3.5.6 care for newborn infants requiring additional care or have complications, including in a neonatal unit and
 - 3.5.7 care for women across the life course with additional sexual and reproductive health needs
- R3.6 ensure students gain experience of leadership and team working with different maternity providers
- R3.7 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services
- R3.8 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
- R3.9 take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities
- R3.10 ensure students experience the range of hours expected of practising midwives, and
- R3.11 ensure students are supernumerary

Standards framework for nursing and midwifery education, specifically R1.1, R1.3, R1.5; R2.10, R2.15; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment, specifically R1.1 – R1.11

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 this 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 learning opportunities, across the whole continuum of care, that enables students to gain experience to:

3.5.1 support and care for women during pregnancy, undertaking no less than 100 antenatal examinations

3.5.2 support and care for no less than 40 women in labour and facilitate the birth. Where 40 births cannot be reached owing to the lack of available women giving birth, it may be reduced to a minimum of 30, provided that the student is given the opportunity to assist with caring for an additional 20 women giving birth

3.5.3 participate in the support and care of women in labour and having a breech birth. Where there are no opportunities in practice to gain experience of breech births, proficiency may be gained by simulated learning

3.5.4 support and care for no less than 100 women postnatally and 100 healthy newborn infants

3.5.5 develop the required knowledge, skills and behaviours needed to support and care for no less than 40 women who have additional care needs or

develop complications including those related to physical, psychological, social, cultural and spiritual factors
3.5.6 care for newborn infants requiring additional care or have complications, including in a neonatal unit and
3.5.7 care for women across the life course with additional sexual and reproductive health needs

MET **NOT MET**

R3.5 is met. Unchanged through this modification.

R3.6 ensure students gain experience of leadership and team working with different maternity providers

MET **NOT MET**

R3.6 is not met. Programme documentation and discussion at the visit doesn't make clear how apprenticeship students gain experience of leadership and team working with a different midwifery provider. This requirement is in place for students on the direct entry route through an established, one-week observational elective placement in year two, supported and facilitated by the programme team. For the apprenticeship route, this is arranged by the EP. However, programme documentation and discussions with the EP at the modification visit highlight that there isn't a clear and considered process for apprentices. The programme team must therefore develop a process with the EP that supports students on the apprenticeship route to meet the requirement to gain experience of leadership and team working with different maternity providers. (Condition one)

R3.7 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**

R3.7 is met. Unchanged through this modification.

R3.8 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**

R3.8 is met. Unchanged through this modification.

R3.9 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**

R3.9 is met. Unchanged through this modification.

Evidence provides assurance that the following requirements are met

R3.10 ensure students experience the range of hours expected of practising midwives

YES NO

R3.11 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

There's no defined process to support students on the apprenticeship to gain experience of leadership and team working in another maternity provider. (Condition one)

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

Documentation and discussions with the EP highlight that there isn't a clear and considered process for the requirement for apprenticeship students to gain experience of leadership and team working in a different maternity provider. Documentary evidence is required to determine the process underpinning how these experiences are arranged by the EP and monitored by the AEI.

Condition one: The programme team must develop a process with the EP that supports students on the apprenticeship route to meet the requirement to gain experience of leadership and team working with different maternity providers. (SFNME R2.3; SPMP R3.6)

Date: 17 June 2024

Post event review

Identify how the condition(s) is met

Condition one: Documentary evidence demonstrates the process underpinning how leadership and team working experiences with different maternity providers are arranged and monitored for apprenticeship students. The EP leads on the process for apprenticeship students to have a one-week observational placement

within Birmingham Women's and Children's NHS Foundation Trust. Collaboration is evident and the EP agrees the proposed process. There's sharing of placement agreements and placement audits between the trusts. The KU placement team maintain a database detailing the apprenticeship student leadership placement allocation. Plans are in place for students to evaluate their experiences. The process is monitored through the midwifery operational group with EP and AEI representation to collaboratively review and develop the process.

Condition one is met.

Evidence:

Midwifery flow chart final, undated

EP confirmation, undated

Date condition(s) met: 31 July 2024

Revised outcome after condition(s) met:

MET **NOT MET**

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 constructive 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

Standards framework for nursing and midwifery education, specifically: R2.12; R3.5, R3.6, R3.8, R3.11, R3.13, R3.14, R3.17; R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment

Findings against the standards and requirements

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

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

MET NOT MET

R4.1 is met. Documentary evidence and the modification visit confirm that support, supervision, learning opportunities and assessment for students on the apprenticeship route comply with the SFNME. Programme documentation indicates that curriculum content and practice experiences are designed to meet the SPMP and support achievement of the SPM. Documentary evidence, the programme team and EP confirm there are processes in place to manage student and practice learning concerns. These processes and support are the same for apprenticeship students.

Teaching and learning is based on a blended learning model. There's asynchronous pre-session and post-session activities for students, built around a face-to-face classroom or clinical skills session. Discussions with students at the visit confirm that they enjoy the teaching and learning strategies and find the assessments varied and challenging. These enable them to demonstrate what they've learnt, apply theory to practice and achieve the SPM.

The apprenticeship students are taught alongside their peers on the three-year, direct entry route. They're supported to access the same learning opportunities and share the same formative and summative processes for theory-based assessments. The MORA is used to support, monitor and assess all students' achievement in practice. Apprenticeship students have tripartite assessment meetings with the practice assessor, an education lead and academic assessor every 12 weeks. Student facing documentation provides specific information for apprentices, for example the integrated EPA process.

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. The programme documentation and discussions with the EP, students, practice supervisors and practice assessors confirm that support, supervision, learning opportunities and assessment complies with the SSSA. The MORA sets out the roles and responsibilities of practice assessors, practice supervisors and academic assessors. Documentary evidence and the modification

visit confirm that the academic assessor role is fully implemented by KU and meets the requirements of the SSSA.

Apprenticeship students have a progress meeting with their academic assessor, practice assessor and an education lead from the EP to review their progress every 12 weeks. The programme handbook confirms that students are provided with appropriate student facing documents that detail how they're supported, supervised and assessed in the practice learning environment. Documentation and the visit confirm that plans are in place to ensure the EP, practice supervisors and practice assessors are prepared to support apprenticeship students. Senior managers from the EP agree to support practice learning opportunities and confirm compliance with the SSSA. There's a signed commitment statement in place. Together with the support of their academic assessor, apprentices supply evidence from the MORA, APTEM and their academic studies as evidence to the assessment board that they meet the integrated EPA requirements at the end of the programme.

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. Unchanged through this modification.

R4.4 provide students with constructive 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**

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: 17 June 2024

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 R2.12, R2.21

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's no fall back exit award that confers eligibility to register as a midwife with the NMC.

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: 17 June 2024

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 (NMC 2018, updated 2023) (Gateway 1)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment (NMC 2018, updated 2023)</i> 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 (NMC 2019, updated 2023) (Gateway 3)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the LME	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
List additional documentation: Post visit documentation to meet conditions: Midwifery flow chart final, undated EP confirmation, undated Email confirmation from chair that university conditions are met, 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Year one student x one Year three student x one		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: The modification is to add an apprenticeship route, therefore only senior managers from the EP attend.		
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	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Virtual learning environment		
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input 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: University Hospitals of North Midlands NHS Trust, Care Quality Commission inspection report, 22 December 2021		
If you stated no above, please provide the reason and mitigation: KU is an established AEI and therefore visits to practice learning environments and inspection of resources aren't required.		
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):	Rowena Doughty	Date:	22 June 2024
Checked by:	Sarah Snow	Date:	27 June 2024
Submitted by:	Mubaraq Sanusi	Date:	5 August 2024
Approved by:	Natasha Thompson	Date:	7 August 2024