

Programme approval report

Section one

Programme provider name:	Robert Gordon University
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	NHS Grampian NHS Shetland NHS Orkney NHS Highland NHS Western Isles NHS Tayside
Programme reviewed:	Registered Midwife - 18M <input type="checkbox"/> Registered Midwife - 24M <input type="checkbox"/> Registered Midwife - 36M <input checked="" type="checkbox"/> Registered Midwife - degree apprentice <input type="checkbox"/>
Title of programme(s):	BSc Midwifery MSc Midwifery
Academic levels:	
Registered Midwife - 18M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 24M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11

Registered Midwife - 36M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input checked="" type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input checked="" type="checkbox"/> Level 11								
Registered Midwife - degree apprentice	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11								
Date of approval visit:	11 May 2021								
Programme start date:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%;"></td> </tr> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%;"></td> </tr> <tr> <td style="width: 50%; height: 20px;">13 September 2021</td> <td style="width: 50%;"></td> </tr> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%;"></td> </tr> </table>					13 September 2021			
13 September 2021									
QA visitor(s):	Registrant Visitor: Frances Galloway Lay Visitor: Adrian Mason								

Section two

Summary of review and findings

Robert Gordon University (RGU) is an established approved education institution (AEI). The school of nursing, midwifery and paramedic practice at RGU presents for approval a full-time three-year Bachelor of science (BSc) midwifery route and a three-year Master of science (MSc) midwifery route within a pre-registration midwifery programme leading to professional registration with the Nursing and Midwifery Council (NMC) as a qualified registered midwife. The programme has a proposed intake once a year in September. The proposed programme is the first delivery of an MSc midwifery route at RGU. The students on the MSc route attend the same theory sessions as the BSc midwifery students and are assessed for theory elements at a higher academic level.

RGU also provides a flexible option within the programme, with greater allocation of annual leave and an extended end date, for both BSc midwifery and MSc midwifery routes. Students taking this option register to the full-time programme.

The programme is delivered at the Aberdeen campus in partnership with six practice learning partners (PLPs) in NHS health boards across northern Scotland and the western isles. There's evidence of effective partnership between RGU, PLPs and students at both strategic and operational levels. The programme team and PLPs tell us that issues raised in practice are monitored through governance meetings and a feedback mechanism is facilitated through the quality management of practice learning environment (QMPL) web resource. Senior PLPs tell us that they have the resources to support student learning in practice and the implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018).

RGU has established a range of processes and mechanisms to support student learning in both theoretical and practice elements of the programme with PLPs and service users and carers (SUCs). There's evidence that PLPs and SUCs contribute to selection and admission processes. Documentary evidence and confirmation at the visit demonstrate stakeholder involvement in the planning and design of the curriculum. It's confirmed at the visit that there's a policy to ensure SUCs are involved in ongoing participation and evaluation of the programme.

RGU is adopting the national Scotland midwifery practice assessment document (MPAD). The MPAD is the product of a collaborative development including three AEIs across Scotland, PLPs, SUCs and students.

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

Arrangements at programme level don't meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) as a condition applies.

Arrangements at programme level meet the SSSA.

The programme is recommended to the NMC for approval subject to one joint NMC and university condition.

One joint NMC and university recommendation and two university recommendations are made.

Updated 1 June 2021:

RGU provided evidence to demonstrate that condition one is met. The AEI also confirm condition one is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

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

Conditions:

Effective partnership working: collaboration, culture, communication and resources:

Condition one: The programme team must ensure SUCs are provided with equality and diversity training to support their involvement in the programme. (SFNME R2.1) (NMC and university condition)

Selection, admission and progression:

None identified.

Practice learning:

None identified.

Assessment, fitness for practice and award:

None identified.

	Education governance: management and quality assurance: None identified.
Date condition(s) to be met:	26 May 2021
Recommendations to enhance the programme delivery:	<p>Recommendation one: Consider strengthening SUCs' ability to provide feedback on student care received. (SFNME R1.12; Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) R2.4) (NMC and university recommendation)</p> <p>Recommendation two: Continue to develop the activities around the international agenda. (University recommendation)</p> <p>Recommendation three: Maintain an overview of the double assessment of learning outcomes within the relevant modules to ensure students are not over assessed. (University recommendation)</p>
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>RGU confirm they've updated their SUC strategy to include signposting to online training and confirmation that equality and diversity training has been received. RGU has provided an updated SUC consent form which confirms when the SUC has received equality and diversity training.</p> <p>The AEI confirm that the condition is met.</p> <p>Condition one is now met.</p>	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

Summary of observations made, if applicable	
Final recommendation made to NMC:	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:	1 June 2021

Section three

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

RGU programme documentation and discussion at the visit evidence effective partnership working between RGU and key stakeholders including PLPs, SUCs and students. This includes practice learning partnership meetings between RGU and the six NHS health boards that provide placements for RGU midwifery students across Scotland. PLPs tell us that partnership working is robust and the development of the flexible option was instigated following a request from PLPs. There's evidence of written placement agreements between PLPs and RGU. Documentary evidence and meeting with PLPs at the approval visit confirm that the SSSA is implemented. Practice supervisors and practice assessors provide feedback through the existing practice assessment document (PAD) and the national MPAD being adopted in the proposed programme. This is confirmed by academic assessors. There's evidence of training for midwives to support the SSSA through the national framework for practice supervisors, practice assessors and academic assessors in Scotland (NHS Education for Scotland (NES), 2019) including the provision of online updates for the MPAD.

Students on the current programme are transferring onto the proposed programme, and programme documentation identifies focus group engagement and agreement to transition to the Standards of proficiency for midwives (SPM) (NMC, 2019). Documentary evidence also identifies wider student engagement in relation to the proposed programme content. Students confirm attendance at curriculum planning meetings and participation in online surveys. They're fully informed about proposed changes and welcome the addition of the newborn and infant physical examination (NIPE) into the programme as they want these extra skills. RGU has a student representative forum and students at the visit tell us they feel their voice is heard. Students confirm they provide feedback about the programme through module evaluations and feedback via QMPLE for placement evaluations.

Documentary evidence shows that stakeholder events have been held. RGU has a SUC policy and there's evidence from meetings at the approval visit that SUCs and women's advocacy groups are involved in the planning and ongoing participation in the programme. SUCs tell us they enjoy participating in face to face sessions with students, and confirm these continue throughout the pandemic via online platforms. Students tell us they've SUC involvement throughout the programme including a session from a stillborn and neonatal death society representative. There's no evidence that SUCs receive equality and diversity training and therefore a condition is applied. (Condition one)

While the existing PAD and MPAD identify areas for SUCs to provide feedback on care received from students, SUCs at the visit tell us they don't know how to provide feedback, and students tell us they find asking for feedback from SUCs difficult. It's therefore recommended that the programme team consider strengthening this aspect of student feedback. (Recommendation one)

There's a lead midwife for education (LME) in post who's registered with the NMC. The programme is utilising the national Scotland MPAD and there's evidence that RGU, through the LME, has been involved with the development of this document.

Students tell us that they're well supported in practice by practice supervisors, practice assessors and academic assessors who are prepared for their role. There's a robust process for escalating concerns and students tell us they know how to raise a concern if necessary. Students tell us they feel well prepared prior to going into placement, and students with an identified learning disability identify that they're supported to make necessary adaptations. PLPs, practice supervisors and practice assessors tell us they're aware of the escalating concerns process and how to action. Documentary evidence in both the MSc and BSc midwifery programme specifications, placement learning experience handbooks, the MPAD and meetings at the visit with practice leads confirm that there are robust systems in place to ensure that the SSSA is complied with. A programme of education update events is evident. RGU transitioned all students to the SSSA in September 2020. Practice supervisors and practice assessors at the visit confirm that they're aware of their roles and requirements in supervision and assessment. They tell us

they're supported by practice education leads and practice education facilitators. They attend updates provided through online learning packages and drop-in sessions. Practice assessors tell us they're aware of the extra requirement to assess added proficiencies such as the NIPE and have supervisors to support student development. There are planned sessions to prepare practice supervisors and practice assessors to use the new MPAD.

RGU has an inter-professional learning (IPL) lead who develops a programme of activity across the academic year. This includes involvement with another university in Aberdeen to widen the diversity of involvement with other health professionals. Students tell us they work with a range of health professionals in placement and attend a variety of different placement areas to widen their experience and achieve learning outcomes and proficiencies.

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**

SUCs at the visit tell us they don't receive any equality and diversity training to support them in their role.

Condition one: The programme team must ensure SUCs are provided with equality and diversity training to support their involvement in the programme. (SFNME R2.1) (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:

Condition one: RGU confirm they've updated their SUC strategy to include signposting to online training and confirmation that equality and diversity training has been received. RGU has provided an updated SUC consent form which confirms when the SUC has received equality and diversity training. Condition one is now met.

Evidence:

RGU course development team validation response BSc MSc midwifery, 21 May 2021

RGU involving people and communities (IPC) personal information and consent form, 13 May 2021

RGU IPC community and organisation information and consent form, 13 May 2021
Scotland MPAD, 7 May 2021

Confirmation of validation panel approval, 26 May 2021

Date condition(s) met: 1 June 2021

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

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

R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document

YES NO

R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife

YES NO

R1.5.3 demonstrate values in accordance with the Code

YES NO

R1.5.4 have capability to learn behaviours in accordance with the Code

YES NO

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

YES NO

R1.5.6 can demonstrate proficiency in English language

YES NO

R1.5.7 have capability in literacy to meet programme outcomes

YES NO

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

YES NO

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

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

MET NOT MET

R1.6 is met. There's documentary evidence that entry requirements for literacy and numeracy are made explicit to prospective candidates. Students are assessed in digital and technological literacy as part of the selection criteria. Numeracy competency is demonstrated at the beginning of the programme and further evaluative tests such as safeMedicate are conducted subsequently. Students are required to gain 100 percent in a numeracy related objective structured clinical examination (OSCE). Areas for student development are highlighted and students

are signposted to RGU study skills staff for support with specific learning needs such as numeracy and literacy learning packages. RGU uses the digital platform Moodle for students to access programme material, shared learning activities and for submission of assignments. Students at the visit tell us they feel supported to develop their numeracy, literacy and digital technological literacy and can access the RGU inclusion centre for advice.

Evidence provides assurance that the following requirements are met

R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the [NMC Guidance of health and character](#). This includes satisfactory occupational health assessments and criminal record checks

YES NO

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

YES NO

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

YES NO

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

YES NO N/A

There's no shortened programme 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.

Existing students studying stage one and two on the Bachelor of midwifery (BMid) programme are transferring over to the proposed programme. There's

documentary evidence of mapping against the current programme outcomes with the SPMP) and the SPM.

Documentary evidence identifies engagement with current students and their agreement with the transfer to the proposed programme. Students tell us they engaged in the consultation and are fully aware of the transition arrangements to meet the SPM. The programme team tell us they're facilitating additional sessions on elements such as NIPE and cannulation theory and skills.

Students transitioning onto the proposed programme tell us they're aware of the MPAD and additional practice proficiencies required.

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

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

RGU students transitioned onto the SSSA in September 2020.

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: 11 May 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 2: Curriculum

AEIs together with practice learning partners must:

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

and midwifery education

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

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

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

R2.1 ensure programmes comply with the NMC [Standards framework for nursing and midwifery education](#)

YES NO

R2.2 comply with the NMC [Standards for student supervision and assessment](#)

YES NO

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

YES NO

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

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

MET **NOT MET**

R2.4 is met. Documentary evidence from meeting minutes and the SUC policy identifies engagement with SUCs in the planning, development, delivery, and evaluation of the programme. The programme team at the visit confirm the involvement of SUCs on selection panels and the development of SUC case studies for a simulated virtual caseload.

SUCs tell us that they're involved in student recruitment and are developing case studies with the programme team. SUCs and advocacy groups confirm they're involved in programme design and development. The MPAD provides SUCs with the ability to provide feedback to students on care received, however SUCs aren't aware of a feedback mechanism and students tell us they don't like asking for feedback. The panel recommend that the programme team strengthen SUC feedback mechanisms. (Recommendation one)

Evidence provides assurance that the following requirements are met

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

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

RGU aren't delivering the programme 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. There's documentary evidence confirmed at the approval visit for the BSc and MSc midwifery routes that students have a flow of theory and practice enabling ongoing exposure to midwifery practice. Theory blocks are front loaded with longer blocks of practice in semester three of each year. Both routes are introducing a flexible option allowing for longer periods of annual leave with the programme completing five months later. Exposure includes continuity of care models and accessing placements in diverse parts of Scotland. PLPs tell us students are supported to access these areas. Students follow the care of a

woman through the whole continuum of antenatal, intrapartum and postnatal care. Students can access a specialist or elective placement, included in programme hours, to meet proficiency outcomes. Students confirm that they access a range of placement experiences including continuity of care models and core placements.

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

MET **NOT MET**

R2.7 is met. Programme documentation identifies that RGU utilise a learning and teaching framework which includes technology enhanced learning and skills simulation. RGU has a simulation policy which proposes the use of a virtual community project to support a fictional caseload. The fictional caseload provides real life scenarios for students to develop their knowledge of maternity services and wider inter-professional working. The programme team at the visit confirm that simulated learning supports the proposed programme and students undertake formative emergency midwifery skills scenarios in the simulation and clinical skills centre. Students confirm they're prepared for practice through accessing skills simulation.

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. RGU has a student-centred learning and teaching framework supporting lifelong learning, authentic learning and technology enabled learning. The Scottish credit qualification framework (SCQF) level descriptors support student development within each stage of the programme. Students tell us they've access to an inclusion centre, an online support site, personal tutor system and a library. PLPs confirm that students have the required skills and knowledge to meet the needs of the midwifery profession on qualification.

Programme plans confirm that there's an equal balance of theory and practice, with students meeting the minimum 2,300 theory and 2,300 practice hours. A flexible option is presented where students can undertake longer annual leave and finish the programme five months later. The programme team confirm that plans are made for students who miss placement time, and that students cannot progress to the next stage unless 70 percent of the placement hours for that stage of the course are met. The programme team confirm that all required 2,300 practice hours are met by the end of the programme.

Evidence provides assurance that the following requirements are met

R2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, and comply with

Article 40 (1) and satisfy Article 41(1) of Directive 2005/36/EC (see Annexe 1) by meeting the following criteria:

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

YES NO N/A

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

There's no shortened programme.

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

There's no shortened programme.

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 11 May 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s):

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 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. RGU has placement opportunities covering six NHS health boards. Students attend practice learning experiences across maternity settings in urban, rural and remote environments. Students have a personal caseload of women supported by the community midwife or continuity of care team. PLPs confirm at the visit that they provide additional transport support for students to access remote midwifery care settings. There's documentary evidence of placement audit and examples of specific experiences on offer. PLPs confirm that they've sufficient

resources to support student learning and support the introduction of the SPM. Students tell us that access to midwifery placements enables them to meet the SPM and European Union Directive requirements.

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. Documentary evidence confirms that students experience continuity of care models and can identify several women to follow their pregnancy and birth journeys with them. PLPs confirm they've a range of continuity of care models and students are supported in following a woman's journey through the birth continuum. Students tell us they enjoy placement and feel included in the midwifery teams. PLPs and the programme team confirm there are a variety of different practice supervisors, including general practitioners, who can support students to meet the proficiencies in relation to the systematic examination of the newborn.

RGU has achieved the United Nations Children's Fund United Kingdom (UK) gold sustainability award and the modules are mapped to the baby friendly initiative standards. The MPAD is mapped to the SPM and identifies the achievement of proficiencies within domain six.

PLPs confirm that students are supernumerary in practice. Students also confirm this.

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. RGU has a robust IPL strategy involving 11 different healthcare courses. The programme team describe how IPL is facilitated throughout the programme, developing within each stage. Programme placement plans evidence a range of placement opportunities allowing for inter-professional working. Students confirm that they work with a range of health professionals and access a variety of placement opportunities. Students are provided with opportunities to reflect on their practice learning which is recorded in the MPAD along with proficiencies related to interdisciplinary and multi-disciplinary 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

MET **NOT MET**

R3.4 is met. Programme documentation for both the MSc and BSc midwifery routes confirm that continuity of care is embedded throughout. Students identify a personal caseload and practice supervisors tell us they support the students to

attend appointments and births. The programme team confirm they facilitate students to attend caseload births to ensure continuity for mother and student. PLPs confirm that they're developing continuity of care models and can support student supervision and assessment in continuity of care teams or with traditional caseload community midwives.

The MPAD provides opportunities for students to evidence achievement in continuity of care proficiencies and reflect on their experiences.

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. Programme documentation and discussion at the approval visit confirm that students access a range of learning opportunities and placements in diverse settings across Scotland. This includes experience of midwives working in remote stand-alone settings. Students can undertake a specialist or elective placement in stage two to further their experience of diverse populations within the RGU placement circuit or wider within the UK. Students arrange this four-week elective placement in conjunction with their personal tutor.

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. There's documentary evidence that students are enabled to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complications and additional care needs arise. This includes as they relate to physical, psychological, social, cultural and spiritual factors. RGU are utilising the national Scotland MPAD which highlights specific outcomes to achieve the SPM. The programme specific information provides evidence of opportunities to develop the knowledge, skills and behaviours needed, including NIPE. Students transferring onto the programme will adopt the MPAD and the programme team confirm that these students will have opportunities to meet additional theoretical and practice elements to meet the SPM.

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. Programme documentation in the individual route handbooks confirm that students with individual circumstances are supported to make reasonable adjustments, including in the practice environment. The flexible option is

supportive of students who have caring responsibilities. Students at the visit confirm that RGU has an inclusion centre to provide individual support and advice for students. The MPAD has a section enabling students to identify if any reasonable adjustments need to be made.

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: 11 May 2021

Post event review

Identify how the condition(s) is met

N/A

Date condition(s):

N/A

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

N/A

Standard 4: Supervision and assessment

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. RGU utilises the NES quality standards framework for practice learning. Programme documentation and the approval process confirm the processes for monitoring how supervision, support and assessment comply with the SFNME. There are policies in place supporting quality assurance of the programme. Placement audits are undertaken by the university to assure the quality of placement learning environments through the QMPLE system. RGU has a system of practice education lecturers (PELs) who support students, practice supervisors and practice assessors. At the visit, PELs confirm they undertake audits and attend quality assurance meetings.

Academic support and student support services are comprehensive and clearly identified in student programme handbooks. Students confirm they're well supported in university and in practice areas, and provide feedback through student class representation groups. RGU has a policy on assessment and assessment regulation outlining the role of external examiners and assessment processes including resubmissions and appeals. Student handbooks for both routes outline the processes.

Academic staff curricula vitae demonstrate that the programme is supported by suitably qualified educators. Documentary evidence identifies preparation and support documentation for academic assessor roles. PLPs and the programme team confirm close partnership working in supporting student learning.

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. Documentary evidence identifies that there's a pan-Scotland approach to the preparation and implementation of the SSSA. The role and responsibilities of practice supervisors, practice assessors and academic assessors are detailed in specific role descriptor handbooks and within the student handbook and MPAD. The MPAD provides feedback mechanisms and clear times for formative and summative assessments.

Practice supervisors and practice assessors at the visit confirm they understand their roles and receive education updates. PLPs confirm they support ongoing staff development. Students tell us they're allocated to a practice assessor, are well supported in practice and receive regular feedback to aid development. PLPs tell us they've appropriate systems in place to monitor and assure capacity for practice supervision and assessment. RGU has a QMPLE system which allows RGU and PLPs access to live information regarding the allocation of practice supervisors and practice assessors. PLPs at the visit confirm that QMPLE is used to gather student feedback and undertake any necessary actions promptly.

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

MET **NOT MET**

R4.3 is met. Programme documentation and discussion at the approval visit confirm students meet the SPM and the programme outcomes. Programme documentation provides mapping to the SPM for the BSc and MSc routes. Mapping for students transitioning onto the programme evidence that the SPM are met.

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

MET **NOT MET**

R4.4 is met. Documentary evidence and the approval visit confirm that there are processes in place to provide students with formative and summative feedback throughout the programme, supporting their development and progression. The RGU teaching and learning strategy has a system of formative assessments which develop students' learning prior to summative assessment. The campus Moodle site provides students with information about the modules and allows them to

submit formative and summative assessments. Students undertake formative safeMedicate exams throughout the programme and have a formative OSCE medicine calculation assessment.

The MPAD has clear interim formative assessments and written feedback from practice supervisors and SUCs to aid student development and inform the summative assessment for practice assessors.

Evidence provides assurance that the following requirements are met

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

YES NO

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

YES NO

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

YES NO

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

YES NO

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 11 May 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A

Standard 5: Qualification to be awarded

AEIs together with practice learning partners must:

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

R5.2 notify students during and before completion of the programme that they have [five years](#) to apply to register with the NMC if they wish to rely on this qualification¹. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

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

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

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

YES **NO**

R5.2 notify students during and before completion of the programme that they have [five years](#) to apply to register with the NMC if they wish to rely on this qualification². In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

YES **NO**

Fall Back Award

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

YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	
There's no fall back exit award that provides NMC registration. Students must achieve the full BSc midwifery or MSc midwifery in order to register.	
Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met	
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 11 May 2021	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input 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"/>
If you stated no above, please provide the reason and mitigation:		
List additional documentation: Post visit documentation to support condition response: RGU course development team validation response BSc MSc midwifery, 21 May 2021		

RGU IPC personal information and consent form, 13 May 2021 RGU IPC community and organisation information and consent form, 13 May 2021 Scotland MPAD, 7 May 2021 Confirmation of validation panel approval, 26 May 2021
Additional comments: None identified.

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: BMidwifery: One student 2018 intake Three students 2019 intake Five students 2020 intake		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't presented.		
Additional comments: None identified.		

The visitor(s) viewed the following areas/facilities during the event:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: Healthcare Improvement Scotland (HIS) inspection report, Borders General Hospital, NHS Borders, January 2019 HIS inspection report, Cowal Community Hospital, NHS Highland, January 2021 HIS inspection report, Highland Hospice, June 2019 HIS inspection report, Ninewells Hospital/Perth Royal Infirmary/Stracathro Hospital, NHS Tayside, January 2018 HIS inspection report, Raigmore Hospital, NHS Highland, June 2018		
If you stated no above, please provide the reason and mitigation: RGU is an established AEI and visits to resources aren't required.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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Issue record

Final Report

Author(s):	Frances Galloway Adrian Mason	Date:	14 May 2021
Checked by:	Ian Felstead-Watts	Date:	21 May 2021
Submitted by:	Amy Young	Date:	15 June 2021
Approved by:	Emiko Hughes	Date:	15 June 2021