

Listening event report

Approved education institution	University of Greenwich
Programme(s) monitored	BSc (Hons) Midwifery BSc Midwifery Midwifery Degree Apprenticeship
Date of listening event	7 June 2023
Registrant visitor(s)	Sarah Snow
Lay visitor(s)	Phil Stephenson
Observer(s)	Pamela Page, Mott MacDonald Paula McLaren, Nursing and Midwifery Council (NMC) Catrin Cassidy, Nursing and Midwifery Council (NMC) Andrea Curling, NHS England, Southeast Region
Date of report	14 June 2023

Introduction to NMC QA framework and listening events

The Nursing and Midwifery Council (NMC)

The NMC exists to protect the public and their core role is to regulate. They perform this role through the promotion of high education and professional standards for nurses and midwives across the UK and nursing associates in England. They maintain a register of professionals eligible to practise and investigate concerns and take action where appropriate through fitness to practise processes.

The NMC wants to make sure that nurses, midwives and nursing associates are consistently educated to a high standard, so that they're able to deliver safe, kind and effective care at the point of entry to the register and throughout their careers. They also want to make sure that patients, people who use services, carers and the public have a clear understanding of what nurses, midwives and nursing associates know and are competent to do.

Standards for nursing and midwifery education

The responsibilities and powers of the NMC in relation to education and training and quality assurance (QA) of education are set out in the [Nursing and Midwifery Order](#).

The NMC set standards for education and training and these standards shape the design and content of programmes to ensure that nurses, midwives and nursing associates are consistently educated to high standards and able to achieve the required standards of proficiency before joining the register. This is one of the primary functions of the NMC in ensuring that they fulfil their role of protecting the public.

QA and how standards are met

QA of education gives the NMC the confidence that education institutions are meeting the standards for education and training through approval of education institutions, their practice learning partners (PLPs), employer partners (EPs) in the case of apprenticeships and programmes. Monitoring activities provide further ongoing assurance that approved education institutions (AEIs), their PLPs/EPs and programmes continue to meet the education standards.

If QA identifies that an AEI isn't meeting the NMC standards, they must take action so the AEI returns to compliance. Where the NMC finds that standards aren't being met, they can withhold or withdraw approval of programmes.

The NMC [QA Framework](#) and [QA Handbook](#) puts safe, kind and effective care at the heart of what they do. The QA framework explains the NMC's approach to QA and the roles and accountabilities stakeholders play in its delivery. The QA handbook provides the detail of the NMC's QA processes and the evidence that AEIs and EIs and their PLPs/EPs, must provide in order to meet NMC standards.

Education monitoring

The QA framework outlines the NMC's data driven approach to monitoring. This approach to monitoring enables the NMC to be risk-based, focussing on aspects of education provision where risk is known or anticipated, particularly in practice placement settings. Their monitoring approach promotes self-reporting of risks/concerns/issues by AEIs and it engages nurses, midwives, nursing associates, students, people that use services, carers and educators in its processes.

The NMC may conduct a listening event (LE) in response to concerns identified regarding nursing, midwifery or nursing associate education in both the AEI and its PLPs/EPs. It's the role of the NMC's QA board to decide whether it's necessary to carry out a LE.

The LE process enables the NMC to gain intelligence about an approved programme and ensures that the student voice is part of the evidence considered when monitoring whether a programme is being delivered in line with NMC standards.

LEs seek feedback directly from students about their experience of the programme, how they're being supported in both the AEI and practice learning environments and how the AEI and PLPs/EPs work together to support student learning and progression.

The listening event at the University of Greenwich (UoG)

The NMC took the decision to conduct a LE at UoG to ensure that students are receiving learning which meets their standards of education and training.

A LE undertaken by the NMC at an AEI in December 2022 highlighted a number of concerns raised by pre-registration midwifery students on placement at Medway NHS Foundation Trust (FT). These include:

- Students at the NMC listening event raised specific and significant concerns about the practice learning they've experienced at Medway Maritime Hospital, and that they haven't felt appropriately supported within practice,
- Students at the NMC listening event articulated racial and cultural tensions that they experience in practice learning settings. They also raised a number of concerns around professional behaviours in practice.

As students at the UoG are also placed at Medway NHS FT, the NMC are seeking assurance that appropriate learning opportunities are in place for students to meet their proficiencies to provide safe, effective and kind care and that they're receiving this learning in a safe and supportive environment.

The focus of the LE is on current education provision and the support for students on the pre-registration midwifery programme, both in the AEI and practice learning environments and the potential impact on students' ability to meet the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and the Standards of proficiency for midwives (SPM) (NMC, 2019) which are necessary to demonstrate safe and effective practice in order to join the NMC register.

The NMC have provided UoG with the focus of the LE and a specific plan has been conveyed. The LE plan clearly indicates the areas for review under the key risk themes of the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018):

- Learning culture
- Educational governance and quality
- Student empowerment
- Educators and assessors
- Curricula and assessment

Relevant indicators under the above key risk themes are explored through a series of focus group meetings with a representative sample of students.

The LE team include a lay visitor and registrant visitor with due regard for the programme under review. The QA visitors use the LE plan to direct their lines of enquiry.

Standards framework for nursing and midwifery education (SFNME) (NMC, 2018)	
Theme	Risk Indicator
1. Learning culture	1.1 The AEI, together with their practice learning partners are unable to evidence that the learning culture prioritises the safety of people, including carers, students and educators, and enables the values of The Code (NMC, 2018) to be upheld.
	1.2 The AEI, together with their practice learning partners are unable to evidence that education and training is valued in all learning environments.
2. Educational governance and quality	2.1 The AEI, together with their practice learning partners are unable to evidence there are effective governance systems that ensure compliance with all legal, regulatory, professional and educational requirements, differentiating where appropriate between the devolved legislatures of the UK with clear lines of accountability for meeting those requirements and responding when standards are not met, in all learning environments.
	2.2 The AEI, together with their practice learning partners is unable to ensure 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.
3. Student empowerment	3.1 The AEI, together with their practice learning partners is unable to ensure all students are provided with a variety of learning opportunities and appropriate resources which enable them to achieve proficiencies and programme outcomes and be capable of demonstrating the professional behaviours in The Code (NMC, 2018).
	3.2 The AEI, together with their practice learning partners is unable to ensure all students are empowered and supported to become resilient, caring, reflective and lifelong learners who are capable of working in inter-professional and inter-agency teams.
4. Educators and assessors	4.1 The AEI, together with their practice learning partners is unable to ensure theory and practice learning and assessment are facilitated effectively and objectively by appropriately qualified and experienced professionals with necessary expertise for their educational and assessor roles.
5. Curricula and assessment	5.1 The AEI, together with their practice learning partners is unable to ensure that curricula and assessments are designed, developed, delivered and evaluated to ensure that students achieve the proficiencies and outcomes for their approved programme.

*Areas that are greyed out will not be included as a focus of this review.

Introduction to University of Greenwich programmes

The University of Greenwich (UoG) is an established and experienced AEI. The faculty of education, health and social care houses the school of health sciences which provides a number of NMC approved programmes at undergraduate and postgraduate level. The school delivers BSc (Hons) midwifery (direct entry and apprenticeship routes), Bachelor of Science with Honours (BSc (Hons)) nursing (adult, child, learning disabilities and mental health) (direct entry and apprenticeship routes), Master of Science (MSc) nursing (child, learning disabilities and mental health), return to practice, specialist community public health nursing (SCPHN) (health visiting and school nursing), foundation degree nursing associate (apprenticeship route) and non-medical prescribing.

The focus of this LE is the 36-month BSc (Hons) midwifery and four-year degree apprenticeship programme approved against the SPMP since 30 November 2020. The programme was modified to add a three-year midwifery degree apprenticeship route on 20 August 2021. The programme is delivered at the Avery Hill campus of the UoG.

A LE undertaken by the NMC at an AEI in December 2022 highlighted a number of concerns raised by pre-registration midwifery students on placement at Medway NHS FT. As students at the UoG are also placed at the Trust, this LE is an opportunity for feedback from students that appropriate learning opportunities are in place and that they're receiving this learning in a safe and supportive environment.

The visit is undertaken face-to-face and involves focus group meetings with students from each year of the programme. One separate meeting with students across all three years of the programme with practice experience at Medway NHS FT is undertaken.

PLPs and EPs who support midwifery students are Barts Health NHS Trust, Dartford and Gravesham NHS Trust, East Sussex Healthcare Trust, Kings College NHS Foundation Trust, Lewisham and Greenwich NHS Trust, Medway NHS FT, Guy's and Thomas' NHS FT, Maidstone and Tunbridge Wells NHS Trust and University College London Hospitals NHS FT Trust.

To note, *italicised text* in the narrative indicates verbatim student quotation.

Summary of feedback in relation to key themes and NMC standards

Learning culture

Students tell us of effective and timely support from the AEI in relation to both academic and practice issues. They describe feeling safe and well supported both at

university and in the practice learning environment. All students confirm that any problems are dealt with quickly and sensitively.

Educational governance and quality

Most students are confident to raise concerns both in university and practice settings. All students tell us there are sufficient practice learning opportunities available that enable them to develop and meet the SPM.

Student empowerment

Student feedback is listened to, responded to and changes enacted. Communication with students is effective and comprehensive. Students tell us they feel consistently well informed and know who to access for additional advice and support.

Educators and assessors

Medway students tell us of an improving and supportive clinical learning environment; initiatives such as cardiotocography (CTG) training and '*pick and mix*' opportunities being beneficial and welcomed by students. Some year one students report '*teething problems*' with use of the eMORA by practice supervisors and practice assessors.

Curricula and assessment

N/A

Evaluative narrative against key risks

Theme one: Learning culture

Risk indicator 1.1 – The AEI, together with their practice learning partners are unable to evidence that the learning culture prioritises the safety of people, including carers, students and educators, and enables the values of The Code (NMC, 2018) to be upheld.

Requirements included – 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9

Requirements not included -1.3, 1.4

NB: 1.2 – The Code (NMC, 2018)

Students tell us of effective and timely support from the AEI in relation to both academic and practice issues. They describe feeling safe and well supported both at university and in practice placement. They confirm that any problems are dealt with quickly and sensitively.

Students tell us UoG staff are highly accessible and take all aspects of their safety and well-being very seriously and manage any issues raised with sensitivity. In addition to regular contact with the programme team, there is a weekly 'listening hour' with the midwifery programme lead for students to raise any issues or concerns. All students confirm that the level of support from the UoG is excellent, a year three student describing "*the well-being support is outstanding even if you don't want it!*"

Students placed at Medway NHS FT, tell us there have been a number of changes in the practice learning environment, including expansion of the practice education team which has enabled them to feel very much part of the team. Students tell us last year there were staffing shortages but this is now much improved. All the Medway students tell us that the support they receive in the practice learning environment is very good, describing the practice education team as being both highly visible and thoughtful. For example, they provided celebratory chocolates for two students who were on duty the day their dissertation results were released. The students are allocated a professional midwifery advocate (PMA). Students understand the role of the PMA and know how to access them for support.

Students tell us of the very good peer support across the cohorts and within the practice learning environment. This includes peer assessment during formative OSCE assessments. Student cohort representatives are active across the year groups and in some practice settings a student forum has been established. Most students are confident that "*their voice is heard*".

Students feel well prepared for their practice placements and tell us that being included in Trust education and training sessions helps develop their skills, their sense of belonging and being part of the team. All students tell us that practice education teams are consistently inclusive and strive to enhance the student experience in practice.

Risk indicator 1.2 – The AEI, together with their practice learning partners are unable to evidence that education and training is valued in all learning environments.

Requirements included – 1.10

Requirements not included - 1.11, 1.12, 1.13, 1.14

Students placed at Medway NHS FT tell us that education and training is well supported so that any time they aren't confident "*they were on-board to help us get to where we need to be*". This could be support provided by UoG or from the practice education team. The students tell us of occasional incidents where their learning isn't valued, for example a doctor not wanting to teach or engage with them. They confirm that incidents like these are treated seriously by the practice education teams, dealt with promptly and lead to improved collaborative working within interprofessional teams.

A number of year two and year three students tell us that some midwives are more approachable than others and that this can sometimes impact on their learning. The students tell us about a range of strategies used to maximise their learning, ranging from “*seeing it as a challenge*” to asking if they can change their practice supervisor or practice assessor. The majority of students are confident to speak up and they confirm that any issues are swiftly resolved.

All students tell us they feel the UoG equips them to be assertive, to be open and honest and to be advocates for women and themselves. For example, a year one student challenged a midwife, overheard using discriminatory language towards a woman in their care and it ceased immediately. A year two student tells us of some variation in practice with providing interpreters to support women whose first language isn’t English and subsequently raising this with the practice education team as a concern.

Overall, the feedback provided by students at the LE and summarised above appears to indicate the AEI, together with their PLPs are able to evidence that the learning culture prioritises the safety of people, including carers, students and educators and enables the values of The Code (NMC, 2018) to be upheld.

Evaluative narrative against key risks

Theme two: Educational governance and quality

Risk indicator 2.1 – The AEI, together with their practice learning partners are unable to evidence there are effective governance systems that ensure compliance with all legal, regulatory, professional and educational requirements, differentiating where appropriate between the devolved legislatures of the UK with clear lines of accountability for meeting those requirements and responding when standards are not met, in all learning environments.

Requirements included –2.10, 2.15, 2.17,

Requirements not included - 2.1, 2.2, 2.3, 2.5, 2.6, 2.8, 2.9, 2.12, 2.13, 2.18, 2.20, 2.21

NB: 2.3 – NMC Programme specific standards

All students tell us that the information provided for their programme and placements is clear and timely. There are detailed resources stored within the Moodle virtual learning environment (VLE) which are updated regularly in line with the module learning outcomes and requirements of the programme. All students confirm that any updates or changes are communicated effectively.

Most students are confident to raise concerns both in university and practice settings. First year students are aware of the freedom to speak up guardians, the role of PMAs and confirm that if they have a concern, they will raise it “*with someone I trust*”. All students know about the formal escalation policy and are clear about how to raise concerns or complaints. They’re able to tell us how their concerns are addressed and what changes are subsequently made. For example, a Medway student tells us that they experienced practice supervisors who were not supportive or willing to engage with their learning. This was reported by the student to the practice education team and dealt with promptly and effectively.

All students tell us that they experience a range of placement settings to gain contemporary, relevant and ongoing exposure to midwifery practice and that there are sufficient practice learning opportunities available that enable them to develop and meet the SPM. The majority of students don’t consider it a disadvantage to be allocated to one Trust for the duration of their programme. One student tells us that they would find it useful to experience different working practices elsewhere.

Some year two and year three students express concern about the timely achievement of their accumulated practice numbers, particularly the facilitation of 40 births. Most feel confident that they will be supported to reach the required targets, although acknowledge this may extend their programme. The students tell us that it’s also a challenge to achieve numbers in placement areas that have low normal birth rates. One student tells us that the caesarean section rate in their Trust is currently in excess of 50 percent. The year one and year two students understand why the year three students may take priority to care for women anticipating a normal birth but express anxiety about ‘*their turn*’ and placement capacity issues. Most of the students feel confident that there’s a plan in place to achieve the requirements of the programme. Students tell us they can meet with link tutors in the practice learning environment and that there’s a good relationship between PLPs and the UoG.

Risk indicator 2.2 – The AEI, together with their practice learning partners is unable to ensure 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.

Requirements included – 2.4, 2.14

Requirements not included - 2.7, 2.11, 2.16, 2.19

NB: 2.4 – NMC Standards for student supervision and assessment (NMC, 2018)

Most students tell us there are sufficient numbers of practice supervisors and practice assessors to support their development and achievement of the SPM. All students confirm that, where necessary, adjustments can be made to their programme that take account of their diverse needs. For example, making up time following bereavement or a period of ill health. They tell us that their safety and wellbeing is taken very seriously

by the UoG and PLPs and that they're never placed in an inappropriate situation or expected to function beyond the scope of student practice. One student describes this as *"you are never alone"*. The year one students tell us that their practice supervisors and practice assessors consistently recognise that they're novice students and are always directly supervised. All students confirm that they're supernumerary in practice. One year three student tells us they experienced an isolated episode of not being supernumerary which was quickly escalated, dealt with and didn't occur again.

Overall, the feedback provided by students at the LE and summarised above appears to indicate the AEI, together with their PLPs are able to evidence there are effective governance systems that ensure compliance with all legal, regulatory, professional and educational requirements in all learning environments.

Evaluative narrative against key risks

Theme three: Student empowerment

Risk indicator 3.1 – The AEI, together with their practice learning partners are unable to ensure all students are provided with a variety of learning opportunities and appropriate resources which enable them to achieve proficiencies and programme outcomes and be capable of demonstrating the professional behaviours in The Code (NMC, 2018).

Requirements included – 3.1, 3.2, 3.7, 3.8, 3.15

Requirements not included - 3.4, 3.10, 3.16

All students tell us that they have access to the resources they need to support them in their future role as a registered midwife. The Moodle VLE provides them with comprehensive information about their programme, practice placements and appropriate resources. Students tell us that communication with UoG is very effective and they feel consistently well informed and know who to access for additional advice and support.

Students tell us that they feel well prepared for their modules and practice placements through a variety of simulated skills sessions and scenarios that increase in complexity each year. They describe *'micro-teaching'* sessions which offer short, concentrated bursts of revision in specific areas requested by students. The Medway students tell us that the formative and summative OSCE assessment is very helpful to their learning and progression on the programme and value the opportunity to participate in peer learning during the scenarios. All students confirm that theory assessments are clearly aligned to clinical practice, support progression and achievement of the SPM. A group of year three students tell us they *"feel ready to not be students, ready to take the next*

step” and that when in placement “*we feel more like colleagues than students.*” A year two student tells us that “*looking back we have learnt so much.*”

Students across all years tell us that they feel well prepared for their practice placements and participate in a range of simulated skills practice and scenarios to support their learning. A year three student tells us that the organisation and structure of these sessions means that “*everything has clicked in the right place*”. The Medway students describe how each scenario becomes more complex as they progress through the programme, thereby supporting their ongoing development. Additional skills sessions are offered by the teaching team to suit the learning needs of each cohort. A year three student tells us that “*if there is anything you are not confident in they are onboard to help us get to where we need to be*”.

Students across all placement areas tell us of the additional opportunities available to develop their skills and knowledge. For example, the Medway students are invited to attend PROMPT (Practical Obstetric Multi-Professional Training) training alongside clinicians, CTG reviews, as well as a range of ‘*pick and mix*’ sessions to refresh and develop clinical skills proficiencies. Year three students placed at one Trust tell us that they can attend a specific skills and simulation session, ‘*lunch and learn*’, facilitated by the practice education team. All students report very positive interactions with practice education teams and tell us that they’re “*keen for students to join in*”.

All students confirm that they know who their practice and academic assessors are and the process of tripartite assessment in practice. Link tutors regularly visit the practice learning environment and students are aware when they’ll be in attendance.

Risk indicator 3.2 – The AEI, together with their practice learning partners is unable to ensure all students are empowered and supported to become resilient, caring, reflective and lifelong learners who are capable of working in inter-professional and inter-agency teams.

Requirements included –3.6, 3.11, 3.12, 3.13, 3.14, 3.17, 3.18

Requirements not included-3.3, 3.5, 3.9

Students confirm that their individual needs are supported through a range of services provided by the UoG and in their practice settings. Students tell us of reasonable adjustments made due to health or personal issues including restructuring shift patterns and catch up sessions for missed lectures and skills training.

Students tell us that they feel respected and valued in the UoG and in practice settings and feel empowered to be open and honest at all times. They’re confident to raise concerns if they encounter any form of discrimination, harassment or unprofessional behaviour. A number of students tell us that their concerns are swiftly and effectively dealt with by either the practice education team, UoG or both. For example, when a midwife has been reluctant to engage with or effectively support students, this has

been addressed and the issue resolved. All students are allocated to a PMA and understand their role. The year three students tell us that in some PLPs, they have a '*listening hour*' with a PMA.

All students tell us there are numerous opportunities to give and receive feedback, both at the UoG and in the practice learning environment, including weekly drop-in sessions. Students tell us of changes they see to the programme in relation to feedback they have given, for example adjusting the timing of a module to better align with clinical placement and changing the format of an assessment. Within the practice learning environment, students tell us of additional and prompt support provided by practice education teams. They tell us that being invited to Trust based education and training sessions helps to build a team ethos and enhance interprofessional team working.

Students tell us that feedback from the programme team is constructive and helps develop their academic writing skills. Additional tutorials are also readily available and all students consider the feedback they receive enables them to effectively reflect on their practice. In the practice learning environment, students confirm that they seek feedback from women and their families to support their ongoing development and that practice supervisors facilitate this process and document it in the MORA.

All students tell us that they feel very confident to give feedback and have seen a number of changes as a result of it. For example, the establishment of a new diversity group to support cultural competence, additional sessions to apply midwifery specific anatomy and physiology and suggestions for additional sessions on mental health. One year three student tells us "*what we say is definitely taken on-board.*"

Overall, the feedback provided by students at the LE and summarised above appears to indicate the AEI, together with their PLPs are able to ensure all students are provided with a variety of learning opportunities and appropriate resources which enable them to achieve proficiencies and programme outcomes and be capable of demonstrating the professional behaviours in The Code (NMC, 2018).

Evaluative narrative against key risks

Theme four: Educators and assessors

Risk indicator 4.1 – The AEI, together with their practice learning partners is unable to ensure theory and practice learning and assessment are facilitated effectively and objectively by appropriately qualified and experienced professionals with necessary expertise for their educational and assessor roles.

Requirements included—4.4, 4.5, 4.6

Requirements not included - 4.1, 4.2, 4.3, 4.7, 4.8, 4.9, 4.10, 4.11

All students tell us that they have access to a wide range of resources which enable them to develop their confidence, skills and support achievement of the SPM. One year three student describes these as “*stepping stones to practice*”. Students tell us that they like the spiral curriculum as it “*definitely gets more challenging year by year*”. Students tell us their learning styles and needs are considered by the UoG and that effective support systems are in place.

Most students tell us there are sufficient numbers of practice supervisors and practice assessors to support their development and achievement of the SPM. Some students describe staffing constraints in their practice areas which can impact on timely access to practice supervisors and practice assessors to complete documentation. A small number of students tell us that they have occasionally not been allocated a practice supervisor because of staffing constraints and have been moved to a different placement area where appropriate support is available. They confirm this doesn't impact on their overall progression and achievement during the placement. Students tell us that the number of agency staff has reduced and, in most Trusts, they do not function as practice supervisors unless part of the substantive workforce.

All students confirm that they're allocated a practice assessor and academic assessor and understand the process of tripartite assessment in practice. Some students are periodically observed by their practice assessor, however this does depend on geographical location. Most of the students have contact with their practice assessor before the summative assessment in practice. A year one student tells us she's concerned that grading in practice is not always fully understood or consistently applied by practice assessors as she's been told that “*you cannot be judged outstanding until you are in year three.*”

Some of the year one students tell us of challenges using the eMORA in the practice learning environment, with some practice supervisors clearly preferring paper documents. The students describe these as “*teething issues*” and are confident that they will be resolved. Similarly, there have been some issues with using the linked app as some students express concern that using their phones may be perceived as unprofessional practice. Some students suggest that dedicated electronic tablets may be better and avoid staff and people who use services and carers thinking that students are using phones for purposes other than completing the eMORA.

Overall, the feedback provided by students at the LE and summarised above appears to indicate the AEI, together with their PLPs is able to ensure theory and practice learning and assessment are facilitated effectively and objectively by appropriately qualified and experienced professionals with necessary expertise for their educational and assessor roles.

Evaluative narrative against key risks
Theme five: Curricula and assessment
<p>Risk indicator 5.1 – The AEI, together with their practice learning partners is unable to ensure that curricula and assessments are designed, developed, delivered and evaluated to ensure that students achieve the proficiencies and outcomes for their approved programme.</p> <p>Requirements included–</p> <p>Requirements not included 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16</p> <p><i>NB: 5.1 – NMC Standards of proficiency</i></p>
<i>No narrative required</i>

Meetings with students:	
Student Type	Number met
Pre-registration midwifery - 36M (2009 curriculum)	Year one: N/A Year two: N/A Year three: N/A Year four: N/A
Pre-registration midwifery - 36M (2019 curriculum)	Year one: 9 Year two: 16 Year three: 18 Year four: N/A Students from Medway Maritime Hospital :26

Meetings with practice representatives	
Senior managers from practice learning partner(s)	N/A
Director of nursing or equivalent	N/A
Director/head of midwifery or equivalent	N/A

Education commissioners or equivalent	N/A
Practice supervisors/practice assessors	N/A
Practice education facilitator(s) or equivalent	N/A
Other:	

Mott MacDonald Group Disclaimer

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

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

Issue record

Final Report

Author	Sarah Snow Phil Stevenson	Date	15 June 2023
Checked by	Pamela Page	Date	16 June 2023
Submitted by	Mubaraq Sanusi	Date	10 July 2023
Approved by	Natasha Thompson	Date	10 July 2023