

Programme Major Modification report

Section one

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

	<p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Registered Midwife - 24M	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Midwife - 36M	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Midwife - degree apprentice	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Academic levels of modified/additional programme(s)/route(s):	
Registered Midwife - 18M	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Registered Midwife - 24M	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>

	<input type="checkbox"/> N/A				
Registered Midwife - 36M	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>				
Registered Midwife - degree apprentice	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>				
Programme approval dates:					
Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i>	9 April 2021				
Date(s) of NMC approval of any modifications since last approval:	N/A				
Programme start dates:					
Current modification programme start date:	<table border="1"> <tr><td></td></tr> <tr><td>4 September 2023</td></tr> <tr><td>12 September 2022</td></tr> <tr><td></td></tr> </table>		4 September 2023	12 September 2022	
4 September 2023					
12 September 2022					
Date of modification:	20 October 2021				
Type of modification:	Visit				
QA visitor(s):	Registrant Visitor: Nicola Clark				

Section two

Summary of review and findings

The University of Plymouth (UoP) is an established and experienced approved education institution. The school of nursing and midwifery, within the faculty of health, is responsible for the planning and delivery of the midwifery provision. The pre-registration programmes in midwifery were approved for delivery by the Nursing and Midwifery Council (NMC) against the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and Standards of proficiency for midwives (SPM) (NMC, 2019) on 9 April 2021.

The major modification visit was undertaken via remote means.

UoP proposes a major modification to the approved three-year full-time pre-registration BSc (Hons) midwifery, three-year full-time pre-registration MSc midwifery and the two-year full-time MSc midwifery (shortened route) for adult nurses. The proposed modification is to deliver the pre-registration midwifery programme for all three routes via blended learning against the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), Standards for student supervision and assessment (SSSA) (NMC, 2018), Standards for pre-registration midwifery programmes (SPMP) and Standards of proficiency for midwives (SPM). This programme leads to professional registration as a midwife.

The proposed blended learning programme is developed in response to Health Education England's (HEE) drive to widen participation and to expand the midwifery workforce.

The proposed modification is offered alongside and as an alternative to the approved midwifery pre-registration programme that is campus-based, and encompasses the same programme learning outcomes and modules.

The programme modification is to adjust the delivery of placement learning from block weeks to 20 hours every programmed week; and theory learning being blended, with lectures and seminars being accessed flexibly online.

The programme will adopt the midwifery ongoing record of achievement (MORA) for the assessment of practice, with plans to move this to online via ARC, a web-based placement management system for all pre-registration midwifery programmes.

Recognition of prior learning (RPL) isn't available for pre-registration midwifery programmes and advanced standing through being a registered adult nurse on the NMC professional register confers eligibility for the shortened programme.

Documentation for the programme indicates curriculum content, modes of delivery and practice experiences are designed to meet the SSSA and the SPMP.

The SFNME (NMC, 2018) isn't met at programme level as conditions apply.

The SSSA are met at programme level.

The programme modification is recommended for approval subject to two NMC specific conditions, one joint NMC and university condition and two specific university conditions. Four specific NMC recommendations and two joint NMC and university recommendation are made.

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:
None identified.

Selection, admission and progression:
Condition one: The programme team must provide evidence that all NMC standards of proficiency have been mapped to the module specifications (SPMP R2.3).

Condition two: For all those involved in student recruitment and selection, a robust process is to be established to ensure equality and diversity training is undertaken and documented prior to their involvement. (SFNME R4.3, SPMP R1.4).

Practice learning:
None identified

Assessment, fitness for practice and award:
None identified

Education governance: management and quality assurance:

	<p>Condition three: To provide transfer arrangements for students between both modes of programme delivery (SFNME R2.1, R3.2) (Joint NMC and university condition)</p> <p>Condition four: The documentation must be revisited and amended to reflect the comments made at the meeting and the documentary requirements provided to include:</p> <p>4.1 All start dates/scheduling throughout documents must be amended to September 2022 or 2023 rather than March. (In programme specification transitional arrangements/ approval documentation proposed student numbers etc.)</p> <p>4.2 To tidy up documentation throughout, standardise font, space paragraphs and numbering etc. (University condition)</p> <p>Condition five: The external examiner recruitment process for the new programmes must have commenced by the deadline of the 29 November 2021. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>29 November 2021</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The programme team is advised to monitor equity of experience between placement sites with completion of the physical systematic examination of the newborn requirements of the programme (SFNME R2.3, SPMP R3.1)</p> <p>Recommendation two: The programme team is advised to monitor the equity of simulated practice experience, including content delivery across all placement and university sites (SFNME R3.4, SPMP R2.7)</p> <p>Recommendation three: The programme team is advised to monitor placement capacity in view of increasing student numbers (SFNME R2.13)</p> <p>Recommendation four: The programme team is advised to monitor the implementation of the SSSA across all placement sites. (SFNME R2.4)</p>

	<p>Recommendation five: The programme team is advised to consider developing a formal plan detailing how sustained service user and carer (SUC) involvement in ongoing design, development, delivery and evaluation will take place in the new midwifery programme. (SFNME R1.12; SPMP R2.4) (joint NMC and university)</p> <p>Recommendation six: The programme team is advised to review and reinforce the feedback loop to practice learning partners (PLPs). (SFNME R4.9) (Joint NMC and university).</p>
<p>Focused areas for future monitoring:</p>	<p>Newborn and infant physical examination (NIPE) achievement across all placement sites</p> <p>Preparation of practice supervisors and practice assessors across all placement sites</p> <p>Placement capacity</p> <p>Staffing resource</p> <p>The equity of student experience across all placement sites with exposure to diverse groups</p>

<p>Programme is recommended for approval subject to specific conditions being met</p>	
<p>Commentary post review of evidence against conditions:</p> <p>UoP has evidenced through revised programme documentation how the NMC conditions are met.</p> <p>Module and programme specifications now accurately reflect the NMC standards of proficiencies to be achieved. Condition one is now met.</p> <p>The admissions process for the midwifery programmes now evidences the requirement for those participating in interviews, to confirm and provide proof that their equality and diversity training is in date prior to participation in student interviews. Condition two is now met.</p> <p>Revised programme and operational specifications detail how transfer between equivalent campus-based and blended learning midwifery programmes will be</p>	

considered. Current programme modules are now mapped to the new blended learning programme for this purpose. Condition three is now met.

The university has confirmed that the one joint and two university conditions have been met. Conditions four and five are now met.

Assurance is provided that the SFNME and SPMP are now met.

AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	

Section three

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

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

- R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
- R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

- R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
- R2.4 comply with NMC [Standards for student supervision and assessment](#)
- R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
- R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
- R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

- R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
- R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
- R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
- R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice

Standard 4: Educators and assessors:

- R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
- R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
- R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

- R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment

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

Standard 1: Organisation of practice learning:

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

Documentation confirms collaboration with stakeholders in the development, delivery and evaluation of the programme at both strategic and operational levels. The stakeholders include PLPs, students and SUCs. The proposed modification to the programme occurred during the national and global COVID-19 pandemic. The documentation and the visit indicate that SUCs' involvement continues to be limited with ongoing design, development, delivery and evaluation of the pre-registration midwifery programme. (Recommendation five).

The proposed blended learning programme is developed in response to HEE's drive to widen participation and to expand the midwifery workforce. Student numbers are agreed in collaboration with PLPs and the programme team tell us student numbers for the pre-registration midwifery programme at UoP are still to be determined. (Recommendation three)

The proposed blended learning programme is offered alongside and as an alternative to the approved campus-based midwifery pre-registration programme, and will encompass the same programme learning outcomes and modules. At recruitment prospective students select which programme route is being applied for, with clear differences being available to view on the university website. Learning style and digital capability are assessed to determine appropriateness of selection. Students at the visit tell us that online learning works well and some students prefer the blended learning route. There are currently no transfer arrangements in place for students who may want to transfer to or from the blended learning mode of delivery. (Condition three).

The proposed programme adopts a helix structure with theory and practice days occurring in the same week. All theory sessions are taught online and asynchronously, with regular tutorial group sessions to facilitate group discussion, peer support, communication and student identity. Clear weekly tasks for each module are available on Moodle (the virtual learning environment site). An activity completion tracker enables tutors to monitor progress in addition to discussion at face-to-face sessions; any student experiencing difficulties is supported /signposted in line with university processes. Peer support is encouraged via peer assisted learning (PALs), PALs online is being initiated specifically for the blended learning route.

Simulation and workshops are undertaken face to face and are at, or near to each participating practice partner trust. These sessions are facilitated by a midwifery lecturer. (Recommendation two)

Assessment adopts the same format as those on the original approved programme with alternative options for proctored online examinations being explored. The systematic physical examination of the newborn is integral to the SPM. Currently five of the seven practice partner trusts can support this requirement with NIPE clinics and appropriately prepared midwives. Arrangements are in place for students placed at the other two trusts to undertake this proficiency in those five trusts that already support this proficiency. (Recommendation one).

The SSSA is implemented for all students on midwifery programmes at UoP. UoP and PLPs tell us how practice supervisors and practice assessors are supported and undergo training for their roles. The lead midwife for education (LME) and the programme leads meet twice yearly with heads of midwifery where this is monitored. (Recommendation four).

Student feedback is undertaken after each module and practice placement. Placement evaluations are uploaded onto the placement online practice placement information system (POPPI). Some PLPs at the visit tell us that they are unfamiliar with how to access these. (Recommendation six).

UoP technology and information services provide IT advice and support to students and staff. The programme team tell us that performance issues with the digital learning environment are responded to swiftly, and the students at the visit are aware of this resource. There is an IT information security policy with a clear incident response and management processes for any untoward security events.

There is a robust process in place to manage adverse Care Quality Commission (CQC) reporting. The associate head of school (placement) is the named academic lead with responsibility for issues in practice including adverse CQC reports. Upon receipt of an adverse CQC report, meetings are initiated with key staff in both practice and university, which includes the LME, the link lecturer for the trust and the head of midwifery to ensure actions are taken to support student learning in the placement. This is reported in line with the university placement incidents and concerns policy. The academic lead will escalate to the NMC where appropriate.

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**

The programme team have no current plan to transfer students between both campus based and blended learning routes. Students at the visit tell us that they would prefer the blended learning route. At the visit, it is noted that students may select one route at recruitment but may subsequently find the programme is not appropriate to their learning needs.

Condition three: To provide transfer arrangements for students between both modes of programme delivery (SFNME R2.1, R3.1)

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:

Revised programme and operational specifications detail how transfer between equivalent campus-based and blended learning midwifery programmes will be considered. Current programme modules are now mapped to the new blended learning programme.

Condition three is now met.

Evidence:

- BSc (Hons) Midwifery blended learning operational specification 2022-23
- MSc (Pre-Registration) Midwifery blended learning operational specification 2022-23, undated.
- MSc (Shortened) Midwifery blended learning operational specification 2022-23, undated.
- BSc (Hons) Midwifery blended learning programme specification 2022-23, undated.
- MSc (Pre-Registration) Midwifery blended learning programme specification 2022-23, undated.
- MSc (Shortened) Midwifery blended learning programme specification 2022-23, undated.

Date condition(s) met: 29 November 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

R1.4 is not met. The programme team tell us that equality and diversity training is expected to be undertaken by all those involved in recruitment and selection for these programmes. The PLPs and SUCs tell us that evidence of this being completed and remaining up to date isn't requested by UoP. (Condition two).

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

R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document
 YES NO

R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
 YES NO

R1.5.3 demonstrate values in accordance with the Code

YES NO

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

YES NO

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

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. This is unchanged through this modification.

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

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.

The programme team have no current plan to transfer students between both campus-based and blended learning routes. Students at the visit tell us that they would prefer the blended learning route, and at the visit, it is noted that students may select one route at recruitment but may subsequently find the programme is not appropriate to their learning needs. (Condition three).

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.

All students have transferred to the SSSA.

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

YES NO

The programme team have no current plan to transfer students between both campus-based and blended learning routes. Students at the visit tell us that they would prefer the blended learning route. At the visit, it is noted that students may select one route at recruitment but may subsequently find the programme is not appropriate to their learning needs.

Condition three: To provide transfer arrangements for students between both modes of programme delivery (SFNME R2.1, R3.1)

Outcome

Is the standard met?

MET **NOT MET**

The programme team tell us that equality and diversity training is expected for all those involved in recruitment and selection for these programmes. The PLPs and SUCs tell us that evidence of this being completed and remaining up to date isn't requested by UoP.

Condition two: For all those involved in student recruitment and selection, a robust process is to be established to ensure equality and diversity training is undertaken and documented prior to their involvement. (SFNME R4.3, SPMP R1.4).

The programme team have no current plan to transfer students between both campus-based and blended learning routes. Students at the visit tell us that they would prefer the blended learning route, and at the visit, it is noted that students may select one route at recruitment but may subsequently find the programme is not appropriate to their learning needs.

Condition three: To provide transfer arrangements for students between both modes of programme delivery (SFNME R2.1, R3.1)

Date: 20 October 2021

Post event review

Identify how the condition(s) is met:

The admissions process for the midwifery programmes now evidences the requirement for those participating in interviews, to confirm and provide proof that their equality and diversity training is in date prior to participation in student interviews.

Condition two is now met.

Evidence:

Admissions process 2022 UCAS Cycle Midwifery Programmes, undated.

Revised programme and operational specifications detail how transfer between equivalent campus-based and blended learning midwifery programmes will be considered. Current programme modules are now mapped to the new blended learning programme.

Condition three is now met.

Evidence:

BSc (Hons) Midwifery blended learning operational specification 2022-23

MSc (Pre-Registration) Midwifery blended learning operational specification 2022-23, undated.

MSc (Shortened) Midwifery blended learning operational specification 2022-23, undated.

BSc (Hons) Midwifery blended learning programme specification 2022-23, undated.

MSc (Pre-Registration) Midwifery blended learning programme specification 2022-23, undated.

MSc (Shortened) Midwifery blended learning programme specification 2022-23, undated.

Date condition(s) met: 29 November 2021

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

Standard 2: Curriculum

AEIs together with practice learning partners must:

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

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

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

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

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

YES NO

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

YES NO

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

YES NO

R2.3 is not met. Documentary evidence and the programme team identify that the mapping of SPMP and SPM into the module descriptors is incomplete with proficiency 6.3 being omitted from all modules in all routes. (Condition one).

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

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. Following the original approval visit on February 2021, a service user plan has been developed that details how service user involvement in all pre-registration midwifery programmes is to be facilitated with recruitment and selection, curriculum, practice learning and assessment.

Evidence provides assurance that the following requirements are met

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

YES NO N/A

This programme is only delivered in England.

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

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

MET NOT MET

R2.6 is met. This is unchanged through this modification.

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

MET NOT MET

R2.7 is met. This is unchanged through this modification.

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

MET NOT MET

R2.8 is met. This is unchanged through this modification.

Evidence provides assurance that the following requirements are met

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

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

YES NO N/A

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

YES NO N/A

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

An 18-month programme is not presented for approval.

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

Documentary evidence and the programme team identify that the mapping of SPMP and SPM into the module descriptors is incomplete with proficiency 6.3 being omitted from the modules specifications in all routes.

Condition one: The programme team must provide evidence that all NMC standards of proficiency have been mapped to the module specifications. (SPMP R2.3)

Date: 20 October 2021

Post event review

Identify how the condition(s) is met:

Module and programme specifications now accurately reflect all NMC standards of proficiencies to be achieved.

Condition one is now met.

Evidence:

BSc MSc Midwifery Blended Learning Module Records: MID405/605; MID513/705; MID610/709; MID607; MID706:MID710, undated.

BSc (Hons) Midwifery blended learning operational specification 2022-23, undated.

MSc (Pre-Registration) Midwifery blended learning operational specification 2022-23, undated.

MSc (Shortened) Midwifery blended learning operational specification 2022-23, undated.

BSc (Hons) Midwifery blended learning programme specification 2022-23, undated.

MSc (Pre-Registration) Midwifery blended learning programme specification 2022-23, undated.

MSc (Shortened) Midwifery blended learning programme specification 2022-23, undated.

Date condition(s) met: 29 November 2021

Revised outcome after condition(s) met:

MET **NOT MET**

Standard 3: Practice learning

AEIs together with practice learning partners must:

R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives

R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families

R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working

R3.4 provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants

R3.5 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services

R3.6 provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual

- R3.7 take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities
- R3.8 ensure students experience the range of hours expected of practising midwives, and
- R3.9 ensure students are supernumerary

Findings against the standard and requirements

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

- R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives

MET **NOT MET**

R3.1 is met. Documentation states the AEI has worked closely with the HEE midwifery expansion project to increase midwifery placements. There are seven PLPs where students from UoP are placed. Five trusts can support the NIPE requirement, with arrangements in place for students placed in the other two to achieve via these trusts.

Students at the UoP are based in one trust for the duration of their programme. With plans to merge two trusts next year, students across these trusts undertake experiences in both trust areas, whilst keeping a "primary" placement area. This is for both campus-based and blended learning students.

- 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. This is unchanged through this modification.

- R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working

MET **NOT MET**

R3.3 is met. This is unchanged through this modification.

- R3.4 provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants

	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
R3.4 is met. This is unchanged through this modification.	
R3.5 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
R3.5 is met. This is unchanged through this modification.	
R3.6 provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual factors	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
R.3.6 is met. This is unchanged through this modification.	
R3.7 Take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
R.3.7 is met. This is unchanged through this modification.	
Evidence provides assurance that the following requirements are met	
R3.8 ensure students experience the range of hours expected of practising midwives	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
R3.9 ensure students are supernumerary	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning 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: 20 October 2021			
Post event review			
Identify how the condition(s) is met			
N/A			
Date condition(s) met:			
N/A			
Revised outcome after condition(s) met:		MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A			

Standard 4: Supervision and assessment
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. This is unchanged through this modification. Senior faculty staff we met tell us that staff resource is closely monitored and a business case is implemented to support the staff student ratio.

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. This is unchanged through this modification.

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

MET **NOT MET**

R4.3 is met. This is unchanged through this modification.

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

MET **NOT MET**

R4.4 is met. This is unchanged through this modification.

Evidence provides assurance that the following requirements are met

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

YES **NO**

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

YES **NO**

<p>R4.7 ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives, and</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>R4.8 ensure the knowledge and skills for midwives set out in Article 40(3) and the activities of a midwife specified in Article 42 of Directive 2005/36/EC have been met as outlined in Annexe 1 of this document</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to supervision and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to supervision and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Outcome</p>	
<p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>	
<p>Date: 20 October 2021</p>	
<p>Post event review</p>	
<p>Identify how the condition(s) is met:</p> <p>N/A</p>	
<p>Date condition(s) met:</p> <p>N/A</p>	
<p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>N/A</p>	

<p>Standard 5: Qualification to be awarded</p>	
<p>AEIs together with practice learning partners must:</p> <p>R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level</p> <p>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</p>	

qualification¹. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

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

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

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

YES NO

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

YES NO

Fall Back Award

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

YES NO N/A

The MSc midwifery (pre-registration) has a fall back exit award of PGDip midwifery (pre-registration). The MSc (shortened) has a fall back exit award of PGDip midwifery (shortened). Both fall back awards meet all NMC standards and proficiencies and permit registration as a midwife.

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met

YES NO

Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 20 October 2021	
Post event review	
Identify how the condition(s) is met: N/A	
Date condition(s) met: N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for midwives</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education (NMC, 2018) (Gateway 1)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment (NMC, 2018) apply to the programme(s) (Gateway 2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration midwifery programmes (NMC, 2019) (Gateway 3)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the LME	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>If you stated no above, please provide the reason and mitigation: Practice learning environment handbook not available but is part of the MORA documentation and in the practice learning handbook for practice assessors and practice supervisors.</p> <p>External examiner arrangements to be clarified and recruited as appropriate. This is a university condition.</p> <p>Written agreements from employer partners not required as apprenticeship route not presented for approval.</p>		
<p>List additional documentation:</p> <p>Admissions process 2022 UCAS cycle Midwifery programmes, undated.</p> <p>BSc MSc Midwifery Blended Learning Module Records: MID405/605; MID513/705; MID610/709; MID607; MID706:MID710, undated.</p> <p>BSc (Hons) Midwifery blended learning operational specification 2022-23, undated.</p> <p>MSc (Pre-Registration) Midwifery blended learning operational specification 2022-23, undated.</p> <p>MSc (Shortened) Midwifery blended learning operational specification 2022-23, undated.</p> <p>BSc (Hons) Midwifery blended learning programme specification 2022-23, undated.</p> <p>MSc (Pre-Registration) Midwifery blended learning programme specification 2022-23, undated.</p> <p>MSc (Shortened) Midwifery blended learning programme specification 2022-23, undated.</p>		
<p>Additional comments: None</p>		

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

	YES	NO
Senior managers of the AEI/education institution with	<input checked="" type="checkbox"/>	<input type="checkbox"/>

responsibility for resources for the programme		
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: Two x year three BSc (Hons) Pre-registration Midwifery Two x year two BSc (Hons) Pre-registration Midwifery One x year one BSc (Hons) Pre-registration Midwifery		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation An apprenticeship programme is not presented for review.		
Additional comments: None identified		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System Regulator Reports List: CQC Devon Partnership NHS Trust, 8 October 2019 CQC Newcross Healthcare Solutions Limited (Exeter), 25 September 2019 CQC Royal Cornwall Hospitals NHS Trust, 26 February 2020		

CQC Royal Cornwall Hospitals NHS Trust, 2018

CQC Royal Cornwall Hospitals NHs Trust, 20 September 2018

If you stated no above, please provide the reason and mitigation:
The UoP is an established AEI. Resource check and PLP visits are not required.

Additional comments:

None

Mott MacDonald Group Disclaimer

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

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

Issue record

Final Report

Author(s):	Nicola Clark	Date:	1 November 2021
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Submitted by:	Aman Dhanda	Date:	16 December 2021
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