

Programme approval report

Section one

Programme provider name:	University of Hull
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	Hull University Teaching Hospitals NHS Trust Northern Lincolnshire and Goole NHS Foundation Trust York and Scarborough Teaching Hospitals NHS Trust Leeds Teaching Hospitals NHS Trust
Programme reviewed:	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"/>
Title of programme(s):	BSc (Hons) Midwifery (3 year programme leading to professional registration as a midwife). MSc Midwifery (3 year programme leading to professional registration as a midwife). MSc Short programme in Midwifery (for adult nurses) leading to professional registration as a midwife.
Academic levels:	
Registered Midwife - 18M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 24M	England, Wales, Northern Ireland

	<input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11								
Registered Midwife - 36M	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11								
Registered Midwife - degree apprentice	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11								
Date of approval visit:	19 May 2021								
Programme start date:	<table border="1"> <tr> <td>Registered Midwife – 18M</td> <td></td> </tr> <tr> <td>Registered Midwife – 24 M</td> <td>19 September 2022</td> </tr> <tr> <td>Registered Midwife – 36 M</td> <td>20 September 2021</td> </tr> <tr> <td>Registered Midwife – degree apprentice</td> <td></td> </tr> </table>	Registered Midwife – 18M		Registered Midwife – 24 M	19 September 2022	Registered Midwife – 36 M	20 September 2021	Registered Midwife – degree apprentice	
Registered Midwife – 18M									
Registered Midwife – 24 M	19 September 2022								
Registered Midwife – 36 M	20 September 2021								
Registered Midwife – degree apprentice									
QA visitor(s):	Registrant Visitor: Rachael Spencer Lay Visitor: Penelope Goacher								

Section two

Summary of review and findings

University of Hull (UoH) is an established approved education institution (AEI). The faculty of health sciences at UoH has submitted for approval a full-time three-year pre-registration BSc (Hons) Midwifery, a full-time three-year pre-registration MSc Midwifery and a full-time two-year (shortened programme) MSc Midwifery for adult nurses, all leading to professional registration as a midwife, for approval against the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019). The programme and associated routes are scheduled to commence September 2021 (three-year programmes) and September 2022 (two-year (shortened programme) MSc Midwifery).

Practice placements are spread across a wide geographical area allowing all students to experience the full range of midwifery care provision. The programme documents detail the development of a curriculum philosophy and structure, considering national and regional evidence and reports. Each programme design is 50 percent theory and 50 percent practice delivered in modules. Modules are structured to support student learning, with a variety of learning strategies, formative and summative assessments and support mechanisms across theory and practice. Several themes run across the programme's modular structure: perinatal mental health, Baby Friendly Initiative (BFI), public health. All three programmes will be taught predominantly together. Differentiation between the different groups will occur via additional seminar and focus groups to ensure the individual needs of each student group are met and the competencies achieved.

The programme has adopted the midwifery ongoing record of achievement (MORA) for the assessment of practice throughout the programme. The MORA document is the product of a collaborative development based on the established pan-London model. This utilised regional stakeholder engagement including all lead midwives for education (LMEs) in England and Northern Ireland and is supported by Health Education England (HEE).

Documentation and the approval process confirm evidence of effective partnership working between the education institution, practice learning partners (PLPs), students and service users and carers (SUCs) at both operational and strategic levels. There's clear evidence of the involvement of each key stakeholder group and their commitment to the co-production, delivery and continual enhancement of the programme. Educational audits of practice areas used for student learning are undertaken by the AEI in order to determine suitability as practice learning environments for student midwives. Recognition of prior learning (RPL) is not available for pre-registration midwifery programmes and advanced standing through being a registered adult nurse only on the NMC professional register confers eligibility for the shortened programme.

Procedures are in place to deal with any issues of concern relating to practice learning environments to manage and mitigate student learning risks.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level.

The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The programme is recommended to the NMC for approval subject to four university conditions.

This visit was undertaken via remote means due to COVID-19 restrictions.

Updated 25 June 2021:

Evidence has been provided that the AEI conditions set at the approval visit have been met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

Programme is recommended to the NMC for approval

Programme is recommended for approval subject to specific conditions being met

Recommended to refuse approval of the programme

Conditions:

Effective partnership working: collaboration, culture, communication and resources:
None identified.

Selection, admission and progression:
None identified.

Practice learning:
None identified.

Assessment, fitness for practice and award:
Condition one: Establish checkpoints for the summative assessment of anatomy and physiology within the programme. (University condition)

	<p>Education governance: management and quality assurance:</p> <p>Condition two: Seek approval for exemption from academic framework. (University condition)</p> <p>Condition three: Level out the competencies within the programme and module specifications. (University condition)</p> <p>Condition four: To ensure documentation is of a publishable standard – such as continuity of module names, correcting typographical errors, formatting competency maps. (University condition)</p>
Date condition(s) to be met:	25 June 2021
Recommendations to enhance the programme delivery:	None identified.
Focused areas for future monitoring:	<p>The effectiveness of anatomy and physiology teaching and learning.</p> <p>Service user involvement in recruitment.</p>

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>The university conditions set out by the panel at the approval visit have been confirmed as met.</p> <p>The programme is recommended to the NMC for approval.</p>	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/>

	Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	25 June 2021

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><u>Standards for pre-registration midwifery programmes</u> (NMC, 2019)</p> <p><u>The Future midwife: Standards of proficiency for registered midwives</u> (NMC, 2019)</p> <p><u>Standards framework for nursing and midwifery education</u> (NMC, 2018)</p> <p><u>Standards for student supervision and assessment</u> (NMC, 2018)</p> <p><u>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</u> (NMC, 2015 updated 2018)</p> <p><u>Quality assurance framework for nursing, midwifery and nursing associate education</u> (NMC, 2020)</p> <p><u>QA Handbook</u> (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><u>Standards framework for nursing and midwifery education</u> (NMC, 2018)</p> <p>Standard 1: The learning culture:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality:</p> <p>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</p> <p>R2.4 comply with NMC <u>Standards for student supervision and assessment</u></p> <p>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</p>

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Programme documentation and the approval process provides clear evidence of effective partnership working between UoH, the programme team and key stakeholders who are engaged in the co-production, delivery and evaluation of the three programmes. There's a clear commitment to partnership working at both strategic and operational levels. Stakeholders include representative partner organisations, students, service users and clinical colleagues. The MORA includes involvement of SUCs and students in feedback, supervision and assessment processes.

Student recruitment, selection and admissions processes include PLPs. The AEI follows a values-based interview. Documentary analysis evidences a commitment to recruitment, selection and admissions processes to include SUCs. Entry requirements for the programmes are clear on the website and in programme documentation.

There's evidence of inter-professional learning (IPL) appropriate to the programme and profession. This is evident in the programme documentation and is confirmed by the students and programme team at the visit, including simulation theory days with paramedic students and a case study involving social work students in the final year of each programme. Opportunities for IPL within the practice learning setting is evidenced within MORA documentation.

Programme documentation evidences the distinct roles of academic assessor, practice supervisor and practice assessor. In practice learning environments students will receive feedback from their practice supervisors and practice assessors at specific stages as identified within the MORA and the context document. The assessment and feedback process indicates it will take into account students' individual learning needs including reasonable adjustments and support needs. Students confirm this to be the case and where they have requirements such as childcare and medical needs, these are met. The link lecturer role is undertaken by members of the programme teaching team who link with identified practice placement areas to provide support to students and practice learning staff, provide programme updates and undertake education audits. PLPs are united in their view of the important role played by the link lecturers with whom they have regular face-to-face or virtual meetings. Link lecturers provide an essential chain of communication between the university and practice environment. This role is in addition to those required of the SSSA.

There's a LME in post who is registered with the NMC. A range of providers support the delivery of the programme and the programme team works collaboratively with its PLPs to address any concerns raised in external system regulator reports. This collaboration ensures that action plans are implemented to assure a safe practice learning environment and the quality of the student learning experience. A process to raise and escalate any concerns is in place for students, practice supervisors and practice assessors in practice learning environments. PLPs tell us they're able to provide sufficient quality practice learning opportunities for student support and supervision in practice to meet SPMP and Standards of proficiency for midwives (NMC, 2019) (SPM). Students tell us they receive practice learning opportunities which enable them to experience the full range of maternity care as well as specialist learning experiences.

Current students attending the approval meetings speak highly of the programme and the course team. The students feel well informed about the new proficiencies and increased emphasis on prescribing practice to enable early access to prescribing programmes after registration.

There's documentary evidence of a comprehensive faculty SUC strategy. This includes a faculty SUC coordinator (teaching and learning) who meets with SUCs, faculty staff who have a lead role in promoting SUC co-production in their department and heads of departments/programme directors. The midwifery team are embracing and embedding this strategy in their programmes. They tell us that programme development meetings include service user input and we see

evidence of their contribution. The faculty SUC coordinator confirms the commitment of the midwifery team to include service user input as a standing agenda item for future meetings. We read and hear that there's commitment to enhance the involvement of maternity service users and advocacy groups within midwifery programmes. These include creating more digital teaching resources and for further input into assessment, recruitment and selection processes.

Current SUCs and representatives from advocacy groups attending the approval visit tell us they are included in curriculum design and learning and teaching activities. They report that they feel valued by the university for their input. They tell us they are given a university role of SUC advisory partner. They're offered training, provided with access to university resources such as the library and are reimbursed for their expenses. The maternity voices partnership (MVP) advertises widely through various means to encourage views from as diverse a group as possible.

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**

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:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

MET **NOT MET**

Student journey through the programme

Standard 1: Selection, admission and progression

AEIs must:

R1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI

R1.2 inform the NMC of the name of the lead midwife for education

R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes

AEIs together with practice learning partners must:

R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education

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

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

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

R1.5.3 demonstrate values in accordance with [the Code](#)

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

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

R1.5.6 can demonstrate proficiency in English language

R1.5.7 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

Note: Education institutions and their practice learning partners may propose to transfer current students onto the new programme to meet the [Standards for pre-registration midwifery programmes](#). If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.

Proposed transfer of current students to the programme under review
Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the *Standards for pre-registration midwifery programmes* (NMC, 2019).

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

R1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI

YES NO

R1.2 inform the NMC of the name of the lead midwife for education

YES NO

R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes

YES NO

R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education

YES NO

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

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

YES NO

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

YES NO

R1.5.3 demonstrate values in accordance with the Code

YES NO

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

YES NO

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

YES NO

R1.5.6 can demonstrate proficiency in English language

YES NO

R1.5.7 have capability in literacy to meet programme outcomes

YES NO

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

YES NO

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

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

MET NOT MET

R1.6 is met. UoH documentary evidence makes explicit entry requirements for literacy and numeracy. Arrangements for student support and students' preparation for developing these entry requirements such as numeracy skills, literacy skills, digital and technological literacy are well established.

Numeracy is embedded throughout the midwifery programme in both theory and practice learning with increasing complexity.

Literacy, digital and technological literacy are embedded in module delivery and linked to module assessment. Students are required and supported to access various digital/online learning platforms in support of blended learning delivery.

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

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.

Current year two students will be unable to transfer to the new programme in view of the changes in theoretical content between the years of study in response to student evaluations and discussion during the development of these programmes. Current year two students have been party to these discussions and agree that this would not be appropriate for them. They have confirmed that they are happy to remain on the existing programme.

Current year one students are able to transfer into year two of the new programme. Year one students have been involved in discussions around this possibility, with detail provided of what's required and the differences between the two programmes. The student representatives managed the group feedback and the consensus is that there's an overwhelming majority who wish to transfer.

Bespoke plans of return have been developed for those students who suspend their programme of studies between the programme leader and the LME.

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.

In March 2020 in response to the emergency standards, all pre-registration midwifery students at UoH were 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

Outcome

Is the standard met?

MET NOT MET

Date: 19 May 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 2: Curriculum

AEIs together with practice learning partners must:

- R2.1 ensure programmes comply with the *NMC Standards framework for nursing and midwifery education*
- R2.2 comply with the *NMC Standards for student supervision and assessment*
- R2.3 ensure that programme learning outcomes reflect the *NMC Standards of proficiency for midwives*
- R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes
- R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice
- R2.7 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required
- R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies, and
- R2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, and comply

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

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

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

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

YES NO

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

YES NO

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

YES NO

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

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

MET NOT MET

R2.4 is met. There's evidence that women, partners, families and advocacy groups are involved in the design, development and delivery of the programmes. The UoH has a comprehensive faculty SUC strategy. This includes a faculty SUC coordinator (teaching and learning) who meets with SUCs, faculty staff who have a lead role in promoting SUC co-production in their department and heads of departments/programme directors. There's an opportunity for service users to provide feedback to students about the care they have provided through the MORA. The LME and programme team liaise with local MVPs. Documentary evidence confirms the involvement of members of the MVPs, SUCs and advocacy group representatives in curriculum development stakeholder events with the LME

and midwifery lecturers. SUC representatives tell us there's a clear commitment to further extend, develop and enhance their role and contribution to the midwifery programmes.

Evidence provides assurance that the following requirements are met

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

YES NO N/A

The programme is delivered in England.

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

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

MET NOT MET

R2.6 is met. Programme documentation and the MORA evidence that theory and practice learning are designed and delivered to provide relevant and ongoing exposure to midwifery practice within the programme. Year one students work under direct supervision of a registered midwife with increasing indirect supervision as they progress through the programme. The range of practice learning experiences cover antenatal, postnatal, labour ward and community settings. There's an opportunity for students to undertake an optional elective placement in the final year of the three year or two year programmes. The elective practice placement is planned and managed by students in coordination with their personal supervisor and programme director.

The indicative midwifery allocation plans are clear regarding what the experiences entail and the variety of settings that students are engaged with throughout the programme. PLPs tell us that they provide students with a full range of maternity care experiences and that they're working towards continuity of carer models.

The MORA and programme documentation identify what students are expected to achieve in relation to systematic examination of the newborn in practice. The programme team and PLPs confirm there's appropriately qualified and experienced supervisors and assessors to support students to achieve these expectations.

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. Simulated and technology-enhanced learning opportunities are utilised to support student learning in each year of study of the BSc (Hons) and MSc Midwifery programmes. Programme documentation indicates technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment. Simulation is used to prepare students for practice with specific relevance to preparing for multiple complexities, obstetric emergencies. There are clear references to technological systems that can be accessed by the student including the use of a virtual learning environment and medication assessments. Documentation clearly states that simulation-based learning enhances skills development within midwifery education. Simulated education will not be used to replace practice in the midwifery programmes.

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. The programmes are structured to provide 50 percent theory and 50 percent practice, divided into theory and practice modules. There's no compensation across modules. Programme documentation demonstrates a range of teaching and learning strategies are used including group work, flipped classrooms, case studies, workbooks, discussion, online tasks and seminars, clinical skills and simulation and practice learning. Simulation is used as a learning strategy for skills rehearsal for practice.

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 <input type="checkbox"/>	NO <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
An 18-month route isn't presented for approval.			
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment 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 assessment 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:	19 May 2021		
Post event review			
Identify how the condition(s) is met:	N/A		
Date condition(s):	N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>	
N/A			

Standard 3: Practice learning

AEIs together with practice learning partners must:

- R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives
- R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families
- R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working
- R3.4 provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants
- R3.5 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services
- R3.6 provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise,

including as they relate to physical, psychological, social, cultural and spiritual

R3.7 take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities

R3.8 ensure students experience the range of hours expected of practising midwives, and

R3.9 ensure students are supernumerary

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. Student achievement of proficiencies is documented in the MORA and monitored by the practice and academic assessors. A context document that covers all three programmes details the arrangement of proficiencies in each part of each programme and monitoring and management of student progression through the programme. The context document makes explicit that practice learning is not to be graded on any of the programmes presented for approval.

Domains one to five of the SPM are mapped within programme documentation. The skills detailed in domain six are visible and evidenced within the MORA, demonstrating what must be met at the point of registration as a midwife.

PLPs confirm the range of practice learning opportunities that enable students to meet the SPM. Students tell us the practice learning opportunities are preparing them for practice as a qualified midwife.

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. The programme specifications and the student handbooks identify holistic midwifery care as a required learning outcome. The MORA repeatedly refers to the student demonstrating holistic care of the woman and neonate, across the childbearing continuum. All students will experience a continuity of carer model and have the opportunity to learn with and from women and babies with complex care needs.

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. The documentation shows a strong emphasis on the importance of inter-disciplinary and multi-agency working and the development of skills in these areas. IPL opportunities on campus include simulation theory days with paramedic students and a case study involving social work students in the final year of each programme.

The MORA provides templates for students to record and reflect on any IPL undertaken with members of the multidisciplinary team and for students to self-evaluate and reflect on their practice learning experiences. IPL opportunities in practice provide students with the opportunity to practice their skills and work with colleagues in a wide range of hospital and community settings. Students describe learning from colleagues working in emergency departments, safeguarding and mental health arenas.

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

MET **NOT MET**

R3.4 is met. In keeping with national policy guidelines, continuity of midwifery carer is embedded throughout each programme. Students will capture their experience in their student caseloading portfolio book which is submitted prior to completion of their programme as part of their final summative assessment. We're assured through the placement allocation model and through discussion with PLPs at our visit that all students will have opportunities to achieve the proficiencies of continuity of midwifery carer.

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

MET **NOT MET**

R3.5 is met. The programmes utilise a number of practice placement areas across a large geographical area that encompasses a diverse population and client group. All of the trusts that are utilised for placements within the programmes have midwifery-led and continuity of carer service provision embedded within them.

The MORA requires students to record and reflect on practice experiences, to demonstrate their adherence to the values and criteria of the NMC 2018 Code. The theoretical elements of each programme address the impact of diversity on health outcomes.

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

MET **NOT MET**

R3.6 is met. UoH provides 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. The programme curricula are designed to build upon topics that increase in complexity and reinforce previous learning. The curricula provide a fundamental knowledge base of midwifery practice in year one which is built upon in subsequent years, identifying increasing complexity in caring for women and newborn infants coupled with clinical decision-making and autonomous practice.

The MORA is designed to document students' developing knowledge and understanding when caring for women and newborn infants with additional needs. The MORA interim reviews and holistic assessment require students to be assessed against the professional behaviours required of a registered midwife as documented in the Code (NMC, 2018).

R3.7 Take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities

MET **NOT MET**

R3.7 is met. Programme documentation indicates that effective processes have been established to ensure that the students' individual needs and personal circumstances are given consideration in the allocation of placements. This includes making reasonable adjustments for students with learning and physical needs. Placements are planned to be as close to home as possible. PLPs clearly articulate the process and how they work in partnership with the midwifery link tutor to agree adjustments to facilitate student learning when needed. Students report good support in practice and from all of the midwifery team for any personal or professional concerns.

Evidence provides assurance that the following requirements are met

R3.8 ensure students experience the range of hours expected of practising midwives

YES **NO**

R3.9 ensure students are supernumerary

YES **NO**

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met	YES <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: 19 May 2021		
Post event review		
Identify how the condition(s) is met	N/A	
Date condition(s):	N/A	
Revised outcome after condition(s) met:	MET <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. There's documentary evidence UoH has robust procedures and policies in place to show how support, supervision, learning opportunities and assessment comply with NMC SFNME. There's documentary evidence of UoH fitness to practice policy and process and students are made aware of this when they undertake preparation for practice at the start of the programmes.

Academic staff curriculum vitae demonstrate that the new programmes will be delivered by suitably qualified educators.

The programme specification indicates that students have access to academic tutors for academic support and a range of wider university student support services. Students confirmed the effectiveness of the wider student services in the provision of support with academic writing and skills development.

PLPs and the programme team confirm there are sufficient appropriately prepared practice supervisors, practice assessors and academic assessors to support delivery of the practice learning element of the programme. There's a clear partnership infrastructure and associated processes that ensure support, supervision, learning opportunities and assessment in theory and practice settings.

Documentary evidence shows that students will be able to achieve the NMC SPM through access to a variety of practice learning experiences in PLP organisations. There are practice learning experiences in each year of the programme which are designed to facilitate students meeting a diverse range of people in a variety of practice and community settings. UoH is to use the MORA.

Senior faculty staff and the PLPs we met tell us that any issues which arise are monitored through a partnership process and any risks to students' practice learning are collaboratively managed. Students have the opportunity to register any concerns in clinical practice with clinical staff. Evidence from educational audits is also used to determine suitability of practice learning environments.

Documentary evidence shows that students will be able to achieve the SPM through access to a variety of practice learning experiences in PLP organisations.

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

MET **NOT MET**

R4.2 is met. Documentary evidence indicates that academic and practice support, supervision, learning opportunities and assessment is available to students throughout the programme. The role of practice assessors and practice supervisors is detailed within the MORA.

Communication and engagement between SSSA roles is evident in the programme documentation and there are robust processes in place to ensure joint agreement on the competence of students for each part of the programme. The nominated person in each practice setting is identified in the MORA. The MORA is used to guide and assess students practice learning and proficiencies and records student achievement and progression.

There are fitness to practise regulations and processes and policies such as raising concerns, equality and diversity, which students and PLP indicate they're familiar with.

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

MET **NOT MET**

R4.3 is met. Programme documentation is mapped to the SPM in both theory and practice and to programme outcomes. External examiners review the assessments for quality purposes.

The MORA details and records achievement of the proficiencies in the practice learning environment and progression through each part of the programme. Domains one to five are mapped and the skills detailed in domain six are clearly visible and evidenced within the MORA, demonstrating what must be met at the point of registration as a midwife.

Placement experiences are monitored by the academic link lecturer to ensure students are provided with the appropriate experiences to meet the NMC SPM.

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

MET **NOT MET**

R4.4 is met. Programme documentation shows that there are processes in place to provide students with feedback throughout the programme in both theory and practice components. There's a commitment to ensuring that standard university feedback mechanisms are achieved in a timely manner. Feedback on summative assessments aims to prepare students for their future assessments and includes commentary on areas of strength and areas for development. The academic

assessor is identified as being responsible for providing feedback on assessment and progression in practice learning in collaboration with the practice assessor. The MORA will enable both the practice supervisor and practice assessor to provide ongoing formative and summative feedback to the student in the practice setting. This is confirmed at the visit by students and PLPs.

Women and their families can provide feedback as part of the MORA. Practice supervisors gain the consent of women and their families completing the forms for their feedback to be included in the practice assessment document. The MORA records student proficiency achievement. The MORA records meetings between the student, practice supervisors, practice assessor and academic assessor.

Evidence provides assurance that the following requirements are met

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

YES NO

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

YES NO

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

YES NO

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

YES NO

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 19 May 2021

Post event review

Identify how the condition(s) is met: N/A	
Date condition(s) met: N/A	
Revised outcome after condition(s) met: N/A	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>

Standard 5: Qualification to be awarded

AEIs together with practice learning partners must:

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

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

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

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

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

YES NO

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

YES NO

Fall Back Award

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

YES NO N/A

There are no exit awards that confer NMC registration.

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 19 May 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Section four

Sources of evidence

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't submitted for approval.		
List additional documentation: Post visit documentation: University panel and chairs approval of conditions confirmation document, 23 June 2021		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: BSc (Hons) Midwifery: Year one x two Year two x four Year three x two One newly qualified midwife		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route is not presented for approval.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: Leicestershire Partnership NHS Trust Care Quality Commission (CQC) report, 9 August 2019 Lincolnshire Community Health Services NHS Trust CQC report, 27 September 2018 United Lincolnshire Hospitals NHS Trust CQC report, 17 October 2019		
If you stated no above, please provide the reason and mitigation: UoH is an established AEI. No resource check is required.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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

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

Issue record

Final Report

Author(s):	Rachael Spencer Penny Goacher	Date:	22 May 2021
Checked by:	Pamela Page	Date:	24 May 2021
Submitted by:	Lucy Percival	Date:	9 July 2021
Approved by:	Leeann Greer	Date:	13 July 2021