

Programme Major Modification report

Section one

Programme provider name:	University of Bradford
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 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
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>	MSc Midwifery (shortened)
Academic levels of current programme:	
Registered Midwife - 18M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
Registered Midwife - 24M	England, Wales, Northern Ireland

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

	<input checked="" type="checkbox"/> N/A
Registered Midwife - 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 <input checked="" type="checkbox"/> N/A
Programme approval dates:	
Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i>	21 July 2022
Date(s) of NMC approval of any modifications since last approval:	N/A
Programme start dates:	
Current modification programme start date:	
Registered Midwife – 18M	
Registered Midwife – 24 M	1 March 2024
Registered Midwife – 36 M	
Registered Midwife – degree apprentice	
Date of modification:	8 December 2023
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Claire Clews

Section two

Summary of review and findings

The University of Bradford (UoB) is an established approved education institution (AEI). The provision of midwifery education is delivered in the school of allied health professions and midwifery in the faculty of health studies (the faculty).

The UoB present for approval a modification to add a pre-registration midwifery shortened route to the approved pre-registration midwifery programme. The programme was approved by the Nursing and Midwifery Council (NMC) on 21 July 2022. The proposed route is developed to support NMC registered first level adult nurses to access a full-time two-year Master of Science (MSc) shortened route, leading to professional registration as a midwife with the NMC. The proposed route is mapped to the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023), the Standards for pre-registration midwifery programmes (SPMP) (NMC 2019, updated 2023) and the six domains of the Standards of proficiency for midwives (SPM) (NMC, 2019).

Student recruitment is expected to increase in response to the NHS England Workforce, Training and Education (NHSE WTE) midwifery expansion project. The proposed route is delivered in partnership with practice learning partners (PLPs) across northeast Yorkshire. A blended learning and teaching approach is proposed with 20 percent face-to-face learning at the main Bradford campus and 80 percent online learning.

The proposed route adopts the midwifery ongoing record of achievement (MORA), for recording practice learning, SPM progression and achievement. A context document details how the MORA is applied to the proposed route. The MORA is facilitated through the online electronic MORA (eMORA) platform. The MORA is developed by the England and Northern Ireland midwifery practice assessment collaboration and is approved.

Documentary evidence and the modification visit confirms that there's effective partnership working between the UoB, PLPs and people who use services and carers (PUSCs) at both operational and strategic levels. Documentary evidence and senior PLP managers confirm agreement to support practice learning opportunities and the continued application of the SSSA. There's assurance that the UoB and PLPs work collaboratively to address any risks to public safety and to the quality and safety of student practice learning that are identified through system regulator reporting. There's evidence of partnership processes to address and action plan practice learning concerns.

Documentary evidence and the modification visit confirms the involvement of key stakeholders including students in the development and co-production of the proposed route.

There's evidence that confirms curriculum content and modes of delivery and practice learning experiences are designed to meet the SPM and the SPMP.

There's a lead midwife for education (LME) in place who's registered with the NMC.

Documentary evidence and the visit confirms that the UoB collect and monitor student population and diversity data at programme level. The programme team, as part of the UoB student success monitoring group and a faculty quality enhancement group, are responsible for ensuring data is reviewed and monitored. Both groups and the programme team are responsible for the identification and support of students at risk of programme failure. The programme team tell us the UoB academic skills team, peer mentors and the equality, diversity and inclusion (EDI) lead are responsible for ensuring student support. Differential attainment is monitored at programme, faculty and wider AEI levels. Documentary evidence and the visit confirm that a decolonising curriculum is in place.

Recognition of prior learning isn't available; registered adult nurses on the NMC professional register confers eligibility for the proposed shortened programme route.

The visit is undertaken by remote means.

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

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

Updated 24 January 2024:

The UoB provide evidence to meet the condition.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

Programme is recommended to the NMC for approval

	<p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>Condition one: Provide an implementation plan for the preparation and ongoing support of practice assessors and practice supervisors specifically for pre-registration midwifery students undertaking the MSc shortened route. (SSSA R3.5, R8.1, R8.4; SPMP R4.2) (NMC and university condition)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>None identified.</p>
<p>Date condition(s) to be met:</p>	<p>24 January 2024</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Working with the academic quality business partner, consider reviewing the programme's regulatory variance to the standard postgraduate regulations to provide clarity in the wording of clauses. Consider if module teaching periods are the best fit to when teaching and assessment will take place. (University recommendation)</p>

	<p>Recommendation two: Working with admissions, consider permitting nurses with third class honours degrees alongside professional experience to join the programme. (University recommendation)</p> <p>Recommendation three: Working with student experience and success, continue conversations about the role of success coaches and their integration with the monitoring and tracking processes of the programme. As a more intense programme than the other MSc midwifery route it may be beneficial to promote a peer mentoring scheme here in addition to the established midwifery society and peer-assisted learning scheme. (University recommendation)</p> <p>Recommendation four: Consider building on the programme calendar to show how student progress is tracked to support progression, completion, contingencies and mitigation. Tracking could include features the programme team and students feel might be helpful, periods for exam boards, assessment periods, tracking of the tripartite meetings and how student progress towards the 40 births target is managed and supported. (University recommendation)</p> <p>Recommendation five: Consider providing more detail in student-facing documentation about the role of the professional midwife advocate (PMA), and what support they'll offer. This could include whether PMA involvement is ad hoc or whether restorative clinical supervision is embedded in the programme and curriculum. (University recommendation)</p> <p>Recommendation six: Consider enhancing the module descriptors to:</p> <ul style="list-style-type: none"> • Embed where students are supported to develop their digital, academic and assessment literacy to succeed on the programme at master's level. • Cross-reference ethics and sustainability content with links to relevant United Nations sustainable development goals (such as goal 5.5) to show where they're met or explored throughout the programme.
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	<ul style="list-style-type: none"> • Highlight where consideration of EDI issues in the profession and with users of midwifery services is covered, particularly in modules intended to develop midwives' leadership skills. (University recommendation) <p>Recommendation seven: In the module assessments consider:</p> <ul style="list-style-type: none"> • Setting up 'safeMedicate' exams as separate components within modules where they're used and review the pass marks for appropriate proficiency at this level of their careers as registered nurses and student midwives. • In modules CMK1 and TMK2 consider whether the detail and content in the assessment strategy is at the standard of the other modules. • How assessment tasks are achievable in the time set out and give a stated purpose for discrete assessment tasks. (University recommendation) <p>Recommendation eight: Keep under review shared programme learning outcomes on the MSc midwifery programmes, considering:</p> <ul style="list-style-type: none"> • Revisiting the wording of outcome two to clarify the nature of critical insight. • Re-numbering outcomes to group them by, for example, proficiency or programme theme. (University recommendation)
<p>Focused areas for future monitoring:</p>	<p>Blended learning programme provision.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The UoB present an implementation plan and materials that confirm the strategy and timeline for how practice assessors and practice supervisors are prepared to support students undertaking the MSc shortened route. Condition one is 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:	24 January 2024

Section three

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

Partnerships
<p>The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC 2018, updated 2023)</p> <p>Standard 1: The learning culture: R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders</p>

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 ensure programmes are designed to meet proficiencies and outcomes relevant to the programme

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 people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

R5.14 a range of people including people who use services contribute to student assessment

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, people who use services, students and any other stakeholders.

Documentary evidence and the visit confirms that the UoB are committed to partnership working with all stakeholders to ensure ongoing development, delivery and evaluation of the proposed route. The senior leadership team and PLP senior managers tell us that they're supportive of the proposed route.

Programme documentation and the visit confirms there's PUSC involvement in the ongoing design, development, delivery and evaluation of the programme. PUSC involvement is evidenced through membership of the UoB PUSC group. PUSCs tell us they're involved in the teaching and assessment of students. They tell us they're represented as part of student recruitment and selection panels and receive EDI training as members of the UoB PUSC group. PLPs tell us that they contribute to the recruitment and selection processes. Students confirm that PUSCs contribute to their learning and assessment across the duration of the programme.

The programme team confirm that there's collaboration with other local AEIs who share practice learning environments with UoB midwifery students. The UoB are represented as part of a Northeast and Yorkshire regional approach with local AEIs and PLPs ensuring the SSSA is applied across all practice learning environments. This approach ensures that there's a range of theory and practice learning opportunities that prepare students to meet the diverse needs of the local population. PLP senior managers tell us they work collaboratively to support students where additional practice learning opportunities are required. Practice supervisors tell us that they provide feedback on student progress towards meeting the SPM. Practice assessors and academic assessors tell us they work collaboratively to review student progression towards achievement of the SPM.

Documentary evidence and the visit confirm that students are involved in the development of the proposed route. The UoB senior team and the LME tell us academic assessors and academic resources are planned to support the proposed route. Students tell us they're supported in practice learning environments by practice supervisors, practice assessors and academic assessors. Student facing documentation outlines their roles and responsibilities. Students know who the nominated person is in practice learning environments and how to contact them.

There's evidence of mechanisms in place to ensure supernumerary status and students confirm that they're supernumerary in practice learning environments. They tell us they know how to and can raise any concerns about theory and practice learning. This is evidenced in student facing programme documentation. They tell us they receive responses to any concerns and feedback on any actions taken.

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#)

MET NOT MET

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 2: [Standards for student supervision and assessment](#)

MET NOT MET

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Student journey through the programme

Standard 1: Selection, admission and progression

AEIs must:

- R1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI
- R1.2 inform the NMC of the name of the lead midwife for education
- R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes

AEIs together with practice learning partners must:

- R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
- R1.5 confirm on entry to the programme that students:
 - R1.5.1 meet the entry requirements for the programme as set out by the AEI and are suitable for midwifery practice
 - R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
 - R1.5.3 demonstrate values in accordance with [the Code](#)
 - R1.5.4 have capability to learn behaviours in accordance with the Code

- R1.5.5 have capability to develop numeracy skills required to meet programme outcomes
- R1.5.6 can demonstrate proficiency in English language
- R1.5.7 have capability in literacy to meet programme outcomes
- R1.5.8 have capability for digital and technological literacy to meet programme outcomes
- R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes
- R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the [NMC Guidance of health and character](#). This includes satisfactory occupational health assessments and criminal record checks
- R1.8 ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and education establishments and ensure that any declarations are dealt with promptly, fairly and lawfully
- R1.9 ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and
- R1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult).

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

Proposed transfer of current students to the programme under review
Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the [Standards for pre-registration midwifery programmes](#) (NMC 2019, updated 2023).

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

- R1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI
YES NO
- R1.2 inform the NMC of the name of the lead midwife for education
YES NO
- R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes
YES NO
- R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
YES NO
- R1.5 confirm on entry to the programme that students:
- R1.5.1 meet the entry requirements for the programme as set out by the AEI and are suitable for midwifery practice
YES NO
- R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
YES NO
- R1.5.3 demonstrate values in accordance with the Code
YES NO
- R1.5.4 have capability to learn behaviours in accordance with the Code
YES NO
- R1.5.5 have capability to develop numeracy skills required to meet programme outcomes
YES NO
- R1.5.6 can demonstrate proficiency in English language
YES NO
- R1.5.7 have capability in literacy to meet programme outcomes
YES NO
- R1.5.8 have capability for digital and technological literacy to meet programme outcomes

YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<p>Provide an <u>evaluative summary</u> 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</p> <p>R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes</p> <p style="text-align: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>R1.6 is met. Documentary evidence and the visit confirm that students continuously develop abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes. The UoB senior leadership team tell us that to ensure support for the proposed route capital investment is in place to provide enhanced immersive simulation resources. They tell us there's additional programme and faculty support for the proposed route to ensure students can develop the skills required for technological literacy.</p> <p>The programme team tell us they facilitate and guide student learning using the UoB virtual learning environment (VLE). The VLE is used to share information, curriculum content and to engage students in online learning activities.</p> <p>Documentary evidence and the visit confirm that numeracy assessments are undertaken in parts one and two of the proposed route. Summative medicine calculations are assessed using the safeMedicate numeracy software tool. There's assurance that calculation of medicines assessment must be passed with a score of 100 percent.</p> <p>Evidence provides assurance that the following requirements are met</p> <p>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</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>R1.8 ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and education establishments and ensure that any declarations are dealt with promptly, fairly and lawfully</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>

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

YES NO

R1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult).

YES NO N/A

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.

Documentary evidence and the visit confirm that existing students won't transfer to the proposed pre-registration midwifery shortened route.

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

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

The SSSA is adopted for existing students on the approved three-year programme.

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: 8 December 2023

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 2: Curriculum

AEIs together with practice learning partners must:

- R2.1 ensure programmes comply with the *NMC Standards framework for nursing and midwifery education*
- R2.2 comply with the *NMC Standards for student supervision and assessment*
- R2.3 ensure that programme learning outcomes reflect the *NMC Standards of proficiency for midwives*
- R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes
- R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice
- R2.7 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required
- R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies, and
- R2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, by meeting the following criteria:
 - R2.9.1 ensure that all pre-registration midwifery programmes meet the equivalent minimum programme length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours, or
 - R2.9.2 where a student is already registered with the NMC as a registered first level nurse (adult), education and training as a midwife shall be a minimum of two years, which consists of a minimum of 3,600 hours, or
 - R2.9.3 where a student is already registered with the NMC as a registered first level nurse (adult), education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.

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. Unchanged through this modification.

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. Unchanged through this modification.

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

MET NOT MET

R2.7 is met. Unchanged through the modification.

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

MET **NOT MET**

R2.8 is met. Programme documentation clearly details that the proposed shortened route meets the 3600 hours requirement for students who are registered with the NMC as a registered first level adult nurse. There's documentary evidence of an equal balance of 50 percent theory and 50 percent practice learning.

There's evidence that students are encouraged and supported to be responsible for their learning in a way that meets their individual learning needs. The programme team ensure the online materials provided are further supported by on campus sessions in each part of the proposed route. This ensures students can consolidate learning, participate in inter-professional learning and simulation and are supported to undertake assessments.

PLPs confirm their support for the proposed route and tell us there's practice learning capacity to support students' access to appropriate practice learning opportunities. Documentary evidence and the UoB senior leadership team confirm that there's appropriate academic resourcing by the faculty for the programme team to effectively deliver the proposed route.

Evidence provides assurance that the following requirements are met

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

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

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

The modification proposes a shortened route for registered adult nurses.

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

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

R2.9.3 where a student is already registered with the NMC as a registered first level nurse (adult), education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in

<p>order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.</p> <p>YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p>	
<p>An 18-month route isn't proposed.</p>	
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met</p> <p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to assessment are met</p> <p>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: 8 December 2023</p>	
<p>Post event review</p>	
<p>Identify how the condition(s) is met:</p> <p>N/A</p>	
<p>Date condition(s) met:</p> <p>N/A</p>	
<p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>N/A</p>	

<p>Standard 3: Practice learning</p>	
<p>AEIs together with practice learning partners must:</p> <p>R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives</p> <p>R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families</p> <p>R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working</p> <p>R3.4 provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants</p> <p>R3.5 provide learning opportunities, across the whole continuum of care, that enables students to gain experience to:</p>	

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

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. The MORA details student progression towards achievement of the SPM. The MORA also demonstrates how students work towards meeting the United Nations Children's Fund UK baby friendly initiative university standards. Documentary evidence details examples of how practice learning opportunities support achievement of the SPM.

There's evidence of how the development of the proposed shortened route supports the NHSE WTE midwifery expansion project to increase the provision of midwifery services. PLP senior managers confirm that they work in partnership with the UoB to ensure the provision of continuity of care and carer practice learning opportunities.

Documentary evidence confirms and the programme team tell us about the processes in place to support students, practice assessors and practice supervisors when there's practice learning concerns. Students, practice assessors and practice supervisors confirm that there are clear processes in place to manage practice learning concerns.

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

MET **NOT MET**

R3.2 is met. Unchanged through this modification.

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

MET **NOT MET**

R3.3 is met. Unchanged through this modification.

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

MET **NOT MET**

R3.4 is met. Unchanged through this modification.

R3.5 provide learning opportunities, across the whole continuum of care, that enables students to gain experience to:

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

3.5.2 support and care for no less than 40 women in labour and facilitate the birth. Where 40 births cannot be reached owing to the lack of available women giving birth, it may be reduced to a minimum of 30, provided that the

student is given the opportunity to assist with caring for an additional 20 women giving birth

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

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

3.5.5 develop the required knowledge, skills and behaviours needed to support and care for no less than 40 women who have additional care needs or develop complications including those related to physical, psychological, social, cultural and spiritual factors

3.5.6 care for newborn infants requiring additional care or have complications, including in a neonatal unit and

3.5.7 care for women across the life course with additional sexual and reproductive health needs

MET **NOT MET**

R3.5 is met. Unchanged through this modification.

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

MET **NOT MET**

R3.6 is met. Unchanged through this modification.

R3.7 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services

MET **NOT MET**

R3.7 is met. Documentary evidence and the visit confirms that students access a range of learning opportunities that enable them to experience midwifery care across a range of settings. The programme team, students, PUSCs and PLPs tell us there are opportunities that ensure students are able to care for the local diverse population.

R3.8 provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual factors

MET **NOT MET**

R3.8 is met. Unchanged through this modification.

R3.9 Take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities
MET NOT MET

R3.9 is met. Unchanged through this modification.

Evidence provides assurance that the following requirements are met

R3.10 ensure students experience the range of hours expected of practising midwives
YES NO

R3.11 ensure students are supernumerary
YES NO

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to practice learning are met
YES NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to practice learning are met
YES NO

Outcome

Is the standard met? MET NOT MET

Date: 8 December 2023

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 4: Supervision and assessment

AEIs together with practice learning partners must:

- R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC [Standards framework for nursing and midwifery education](#)
- R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC [Standards for student supervision and assessment](#)
- R4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes
- R4.4 provide students with constructive feedback throughout the programme to support their development
- R4.5 ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 percent
- R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife
- R4.7 ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives

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. Unchanged through this modification.

- 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 not met. Student progression towards achievement of the SPM is recorded in the eMORA. The student placement handbook clearly details the roles and responsibilities of practice assessors, practice supervisors and academic assessors. Communication processes between students, practice assessors, practice supervisors and academic assessors are clearly documented and confirmed at the visit. Documentary evidence and the visit confirms that there's a different academic assessor for each part of the programme. There's evidence that practice assessors verify the SPM are met and this is confirmed by academic assessors and recorded in the eMORA.

There's assurance that practice assessors and practice supervisors meet the requirements of the SSSA and that they're prepared to supervise and assess midwifery students in practice. The programme team tell us they support this preparation in partnership with PLPs.

Practice assessors and practice supervisors tell us that they aren't clear about how they'll be supported and prepared specifically to support students undertaking the proposed shortened route. (Condition one)

R4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes
MET NOT MET

R4.3 is met. Unchanged through this modification.

R4.4 provide students with constructive feedback throughout the programme to support their development
MET NOT MET

R4.4 is met. Unchanged through this modification.

Evidence provides assurance that the following requirements are met

R4.5 ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 percent
YES NO

R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife
YES NO

R4.7 ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives, and
YES NO

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to supervision and assessment are met
YES NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to supervision and assessment are met
YES NO

It's not clear how practice assessors and practice supervisors are prepared to specifically support students on the proposed shortened route. (Condition one)

Outcome

Is the standard met?

MET **NOT MET**

It's not clear how practice assessors and practice supervisors are prepared specifically to support students on the proposed shortened route.

Condition one: Provide an implementation plan for the preparation and ongoing support for practice assessors and practice supervisors specifically for pre-registration midwifery students on the MSc shortened route. (SSSA R3.5; R8.1, R8.4; SPMP R4.2) (NMC and university condition)

Date: 8 December 2023

Post event review

Identify how the condition(s) is met:

Condition one: An implementation plan and associated learning materials confirm the strategy and timeline for how practice assessors and practice supervisors are prepared to support students on the MSc shortened route.

Condition one is met.

Evidence:

Implementation plan for the preparation and ongoing support for practice assessors and practice supervisors, undated

MSc midwifery, supporting student midwives in practice presentation, undated

Date condition(s) met: 24 January 2024

Revised outcome after condition(s) met:

MET **NOT MET**

Standard 5: Qualification to be awarded

AEIs together with practice learning partners must:

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

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

or gain such experience as specified in our standards.

Standards framework for nursing and midwifery education specifically R2.12,
R2.21

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

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

YES NO

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

YES NO

Fall Back Award

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

YES NO N/A

There's no fall back exit award allowing registration as a midwife with the NMC.

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 8 December 2023

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</i> (NMC 2018, updated 2023) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration midwifery programmes</i> (NMC 2019, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the LME	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't proposed.		
List additional documentation: Post visit documentation to meet condition: Implementation plan for the preparation and ongoing support for practice assessors and practice supervisors, undated MSc midwifery, supporting student midwives in practice presentation, undated		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input 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: Bachelor of science (Honours) (BSc (Hons)) midwifery, year three x two BSc (Hons) midwifery, year two x two BSc (Hons) midwifery, year one x two MSc midwifery, year two x one		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation An apprenticeship route isn't proposed.		
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: Care Quality Commission (CQC) quality report, Bradford Teaching Hospitals NHS Foundation Trust, 9 April 2020 CQC quality report, Bradford Royal Infirmary, 26 May 2023 CQC quality report, Calderdale and Huddersfield NHS Foundation Trust, 20 June 2018 CQC quality report, Mid Yorkshire Teaching NHS Trust, 16 November 2022		
If you stated no above, please provide the reason and mitigation: The UoB is an established AEI, practice and resources visits aren't needed.		
Additional comments: None identified.		

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Issue record

Final Report

Author(s):	Claire Clews	Date:	19 December 2023
Checked by:	Bernadette Martin	Date:	28 December 2023
Submitted by:	Amy Young	Date:	22 February 2024
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