Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

Programme approval report

Section one

Programme provider name:	University of West London
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Royal Berkshire NHS Foundation Trust Frimley Health NHS Foundation Trust Ashford and St Peter's Hospitals NHS Foundation Trust Chelsea and Westminster Hospital NHS Foundation Trust London North West University Healthcare NHS Trust The Hillingdon Hospitals NHS Foundation Trust Imperial College Healthcare NHS Trust
Programme reviewed:	Registered Midwife - 18M ☐ Registered Midwife - 24M ☐ Registered Midwife - 36M ☒ Registered Midwife - degree apprentice ☒
Title of programme(s):	BMidwifery (Hons) Midwife (degree) Apprenticeship
Academic levels:	
Registered Midwife - 18M	England, Wales, Northern Ireland ☐ Level 6　☐　Level 7 SCQF ☐ Level 9　　☐ Level 10　　☐ Level 11
Registered Midwife - 24M	England, Wales, Northern Ireland ☐ Level 6　☐　Level 7 SCQF

	☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Midwife - 36M	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Midwife - degree apprentice	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	10 December 2020
Programme start date: Registered Midwife – 18M Registered Midwife – 24 M Registered Midwife – 36 M Registered Midwife – degree apprentice	N/A N/A 5 April 2021 5 April 2021
QA visitor(s):	Registrant Visitor: Nicola Clark Lay Visitor: Robert Walker

Summary of review and findings
The University of West London (UWL), college of nursing, midwifery and healthcare (the college) is an established and experienced approved education institution (AEI). UWL present for approval the full-time undergraduate three-year Bachelor (B) midwifery (Hons) pre-registration midwifery direct entry route and full-time three-year non-integrated midwife degree apprenticeship (MDA) route, both leading to professional registration as a midwife. The proposed programme is developed to meet the Standards framework for nursing and midwifery education (SFNME) (Nursing and Midwifery Council (NMC), 2018), the Standards for student supervision and assessment (SSSA) (NMC, 2018), the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and the Standards of proficiency for midwives (SPM) (NMC, 2019). The programme is delivered across the UWL London and Berkshire campus sites.

The programme at academic level six proposes two intakes in the academic year; April and September. There are named academic only exit awards for both routes for students who fail to complete the programme or meet the requirements of the SPM. These exit awards don't lead to NMC registration as a midwife.

The programme has adopted the midwifery on-going record of achievement (MORA) for the assessment of practice. 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. The MORA includes opportunities for service users and carers (SUCs) to provide feedback on student achievement in the practice learning environment.

Programme documentation and the approval visit confirm that the curriculum content, modes of delivery and practice learning experiences are designed to meet the SFNME, the SSSA and the SPMP. Domains one to five of the SPM are clearly mapped within the programme documentation, with the skills detailed in domain six clearly evidenced in the MORA.

Documentary evidence and the approval visit confirm that there's effective partnership working between UWL and key stakeholders. Strategic and operational meeting structures ensure that practice learning partners (PLPs) and employer partners (EPs) are collaboratively engaged in the design, development and on-going delivery of the programme. Formal partnerships and written agreements are in place for the following EPs for the proposed MDA: Chelsea and Westminster Hospital NHS Foundation Trust, Imperial College Healthcare NHS Trust, Ashford and St Peter's Hospitals NHS Foundation Trust, London North West University Healthcare NHS Trust, Frimley Health NHS Foundation Trust and Royal |

Berkshire NHS Foundation Trust. All EPs confirmed a commitment to support the MDA at the approval visit.

There's evidence of SUC and student involvement in the development of the programme.

There's an LME in post, who is registered with the NMC.

Arrangements at programme level meet the SFNME.

Arrangements at programme level meet the SSSA.

The programme is recommended for approval with no conditions. One joint NMC and UWL recommendation is made.

The visit is undertaken remotely due to the COVID-19 pandemic.

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:** None identified. **Education governance: management and quality assurance:** None identified.

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	Recommendation one: To align programme hours across the programme documentation to better reflect the 50/50 split between practice and theory. (SFNME R5.3; SPMP R2.8) (NMC and university recommendation)
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: N/A	
AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	N/A

Section three

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

NURSING &
Midwifery
Council

NMC

Better, safer care through quality
assurance of nursing, midwifery and
nursing associate education.

M M
MOTT
MACDONALD

NMC Programme standards
The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 2020)

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.

Please refer to the following NMC standards reference points for this section:

Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
R1.13 work with service providers to demonstrate and promote inter-professional learning and working

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

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

Standard 4: Educators and assessors:
R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:
R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
R1.7 students are empowered to be proactive and to take responsibility for their learning
R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

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

Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

<div align="center">

Findings against the standard and requirements

</div>

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

There's evidence that UWL is committed to robust partnership working with all key stakeholders in the development, delivery and evaluation of the programme at strategic and operational levels. Key stakeholders include PLPs, EPs, students and SUCs. Documentary evidence and the approval process demonstrate a commitment to involve stakeholders in the development of the proposed programme. EPs have informed the development of the MDA.

Programme documentation and the approval visit confirm there's effective strategic and operational partnership working between UWL, EPs and PLPs. There's evidence of a collaborative partnership approach to ensure governance structures are in place for student learning. UWL, EPs and PLPs work in partnership to ensure practice learning environments provide a quality and safe learning experience. PLPs and EPs tell us that they work with UWL to mitigate risks to student learning and public protection. They confirm that they work in partnership to address any adverse Care Quality Commission (CQC) reports and respond to and address issues raised. There's a midwifery education and management meeting four times a year, the LME and programme leaders meet with the PLPs to discuss student experience and share good practice. Documentary evidence, the programme team, EPs and PLPs confirm that there are processes in place to raise and escalate student and practice learning concerns. Collaborative reporting mechanisms are in place to manage and investigate serious untoward incidents which may have implications for student learning.

PLPs and EPs tell us that there's regular reporting and effective communication with link lecturers, who visit students in practice learning environments. Robust systems are in place to enable quality supervision and assessment for student midwives. There's evidence of a partnership approach to the operationalisation of the SSSA. The roles and responsibilities of practice assessors, practice supervisors and academic assessors are clearly detailed in the MORA. Practice assessors and practice supervisors confirm that they're prepared for the supervision and assessment of students. Academic assessor roles are supported by the college. Senior academic staff confirm that there are sufficient resources to deliver the programme.

There's documentary evidence of SUC involvement in the programme. SUCs tell us that they meet with the programme leader regularly and contribute to recruitment as part of the recruitment and selection panel. The MORA includes opportunities for SUC feedback on student achievement in the practice learning environment. Programme documentation confirms the involvement of women, partners and advocacy groups who contribute to the programme. The advocacy groups include the Lullaby Trust, Multiple Birth Foundation, Antenatal results and choices and Stillbirth and neonatal death society (SANDS). Students confirm that there's SUC involvement in the programme with individual sessions including bereavement which receives positive feedback. SUC contribution is clearly mapped to the programme modules and evidence involvement in clinical scenarios in the final year of the programme.

There's evidence of sound interprofessional learning (IPL) in theory and the practice learning environment. This is co-ordinated by the college IPL steering group. There are themed IPL days including simulated childbirth emergencies with paramedic students and a specific 'teamwork in maternity' practice module. IPL experiences in the practice learning environment are evidenced in the MORA.

The programme is delivered at the London and Berkshire campuses; the programme team confirm that they deliver the programme across both sites. Students tell us that they are allocated to one campus, but that they can access either campus if required, for example to make up missed theory content. Students tell us that there are equitable resources and facilities on both campus sites.

Documentary evidence confirms there's a process to communicate the outcomes of practice learning experiences to practice staff in a timely manner. The LME and programme leader meet with PLPs four times a year and discuss student evaluations. Urgent issues are fed back to link lecturers and the programme team. Documentary evidence confirms that UWL have robust procedures in place for escalating concerns about safe and effective care in practice learning environments. Students, EPs, PLPs, practice assessors and practice supervisors and the programme team confirm that they understand how to raise concerns in both the college and practice learning environments. Students report being well supported in practice learning environments and feel well supported in reporting any issues or concerns relating to practice areas. There's awareness of protected time and students confirm that they're supernumerary in practice. Procedures are in place to identify any issues of concern relating to practice learning environments and how these are managed to mitigate any risks to student learning. Students tell us that they meet with academic assessors throughout the year to review feedback received on placements. Action plans are in place to support students in their progression following any concerns raised in practice and are monitored by practice assessors, academic assessors and link lecturers.

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 heath 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 <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

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. Programme documentation explicitly details the entry requirements for literacy and numeracy. Applicants' technological literacy is assessed as part of the interview process with a requirement to pass an online assessment prior to interview. Numeracy is embedded throughout the programme in theory and practice learning. Formative assessments support the increasing complexity of the summative assessments in each year.

Literacy, digital and technological literacy are mapped against the SPM and programme learning outcomes. Students receive skills-based learning throughout the programme including the e-Learning for Healthcare training package and safeMedicate for drug calculation and administration. These skills are integrated across modules and assessments to ensure students are supported to meet the programme outcomes. Mapping documentation evidences how students gain numeracy, literacy and digital technology skills. UWL undertake a blended learning approach, face-to-face and online activity is delivered via the online flexible learning platform UWLFlex. Additional virtual learning environment (VLE) resources include Blackboard Collaborate Ultra.

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 heath 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

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

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** ☒

There's no shortened pre-registration midwifery programme.

Do the Proposed transfer of current students to the programme under review
From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration midwifery programmes* and the *Standards of proficiency for registered midwives* will be met through the transfer of existing students onto the proposed programme. The programme team confirm that current year one students on the existing programme will transition to the proposed direct entry programme. Current year two and year three students will complete the current programme. Additional timetabled study days are in place to ensure gaps between the 2009 and 2019 Standards are addressed. The systematic examination of the new-born is offered as an option module to current year two and three students. Non-grading of practice in the proposed programme informed this decision. The programme team tell us that students returning from a suspension of studies will have an individualised plan developed with the programme leader to ensure all NMC and programme requirements are met. Bespoke plans are reviewed by the programme external examiner. Students confirm that they've been advised about the process.
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.

Documentary evidence and the approval visit confirm that all students transferred to the SSSA in September 2019. Practice assessment documentation reflects the SSSA. Roles and responsibilities are detailed in the MORA. Students tell us that they've transferred to the SSSA and are assigned to a practice assessor and practice supervisor who are prepared to support them in the practice learning environment.

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: 10 December 2020		

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** ☐

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 <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.

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

MET ☒   **NOT MET** ☐

R2.4 is met. Documentary evidence and the approval visit confirm a commitment to engage with SUCs. The UWL public and carer involvement strategy ensures the involvement of women, partners and advocacy groups in the design, development,

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

delivery and evaluation of the programme. SUC involvement is mapped to modules across all three years and includes involvement in clinical scenarios. There's an annual conference attended by students who present; the conference encourages the involvement of SUCs and advocacy groups including Mummy's star, SANDS and Action on Pre-Eclampsia.

SUCs tell us that they're involved in the development of the programme. They describe examples of their input to the programme structure and how unconscious bias and equality and diversity issues influence the curriculum. Midwifery programme management meetings are held three times a year and provide the opportunity for programme development and review. Students, SUCs and PLPs provide reports that are reviewed at the meetings and inform ongoing programme development and review.

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 <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.

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 approval visit confirm that the design and delivery of the programme supports students to gain relevant and on-gong exposure to midwifery practice. The range of practice learning experiences comprises of antenatal, postnatal, labour ward and community settings. There are opportunities for specialist practice learning experiences in neonatal units, theatres and midwife led clinics. Continuity of care follows the midwifery case-loading model, students reflect on and record their experiences in each year in a personal development online CampusPress portfolio. Student reflections inform the assessment of proficiencies in the MORA. All practice learning opportunities and allocation of students are managed by link lecturers and placement practice facilitators.

Documentary evidence and the approval event confirm that students undertaking the MDA route are supported in practice by an apprenticeship support link teacher. MDA students maintain a record of progress, and evidence of all meetings are recorded in the CampusPress portfolio.

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

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. Documentary evidence and the approval visit confirm that 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. The spiral curriculum evidences the increased use and application of technology and simulation with increasing complexity.

There are a range of assessments that use simulation and technology. Objective structured clinical examinations are used to assess the 'childbirth emergencies' module at academic level five and the academic level six module 'midwifery assessment and response to deteriorating health'.

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. There's an equal balance of theory and practice learning over the three-year programme ensuring students meet the requirement of 2,300 hours theory and 2,300 hours practice. Module specifications and programme documentation evidence a range of learning and teaching strategies, including research-informed learning and independent study. Module specifications specify study hours and programme handbooks detail how each module contributes towards the achievement of theory and practice. Student facing documentation including programme handbooks and programme plans confirm the requirements for theory and practice hours. The BMidwifery (Hons) programme plan details 22 weeks theory and practice in each year. The programme handbook clearly states that a week in theory and practice equates to 37.5 hours. The MDA programme plan details 22 weeks theory and practice with additional employer weeks, in which it is expected that annual leave is taken at a time negotiated with the student's employer.

There's a discrepancy in the programme specification that details theory days are six hours. The programme handbooks and the programme team confirm that theory days are seven point five hours. The programme team are advised to align the programme documentation to consistently reflect the 50 percent theory and 50 percent practice learning. (Recommendation one)

Evidence provides assurance that the following requirements are met

NMC Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

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** ☐

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** ☒

There's no shortened pre-registration midwifery programme.

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

YES ☐   **NO** ☒

There's no shortened pre-registration midwifery programme.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to curricula and assessment are met

YES ☒   **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to assessment are met

YES ☒   **NO** ☐

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 10 December 2020	
Post event review	
Identify how the condition(s) is met: N/A	
Date condition(s):	

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐ N/A

Standard 3: Practice learning
AEIs together with practice learning partners must: R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, new-born 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 new-born 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 new-born 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 <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. 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. PLPs, EPs and the college ensure practice learning opportunities enable students to develop and meet the SPM. Achievement of the proficiencies is documented in the MORA. Documentary evidence and the approval visit confirm

practice learning environments expose students to learning experiences across all areas of maternity care. The allocation of varied practice placements provides extensive student learning experiences that are mapped across the duration of the programme. Practice learning environments include birth centres, midwife led units, delivery suites, continuity of carer teams, specialist midwife and obstetric clinics, antenatal and postnatal wards, examination of the new-born clinics, women's health and gynaecology placements and intensive care including neonatal intensive care. Practice placements include out of maternity learning opportunities to meet the EU directive.

All practice learning environments are subject to educational audit. Midwifery link tutors and practice educators work in partnership to undertake educational audits. The audit process ensures practice learning is safe and appropriate to support midwifery students. The identification of learning opportunities and assurance of capacity and appropriate practice assessors and practice supervisors must be evidenced as part of the audit process. PLPs, EPs and the programme team tell us that some practice learning environments are shared with other AEIs, all must meet the requirements of the education audit. PLPs and EPs tell us that they work in partnership with the programme management team to monitor student allocation and time in each practice learning environment. Students tell us that they're well supported in appropriate practice learning environments and that they evaluate all placement learning environments. This is undertaken through the completion of the hearing the learners voice, an online evaluation survey in the practice education portal.

The process for raising concerns is clearly detailed in programme documentation. Students, PLPs, EPs, practice assessors and practice supervisors and the programme team confirm that they understand how to raise concerns in both the college and in practice learning environments.

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

MET ☒   NOT MET ☐

R3.2 is met. There's evidence that students experience the role and scope of the midwife enabling them to provide holistic care to women, new-born infants, partners and families. Students tell us that they're well supported in the practice learning environment to gain the experiences required to meet programme outcomes. Programme documentation, the programme team EPs and PLPs confirm that there's a sufficient number of practice learning experiences to ensure students gain experience in the holistic needs of those who access maternity services.

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

R3.3 is met. The UWL IPL policy promotes interprofessional working in theory and practice across all years of the programme. Students, EPs and PLPs tell us that there are opportunities in practice learning environments for students to work with a range of health and social care professionals. PLPs, EPs and the programme team tell us that students gain exposure to a broad range of multi-agency teamworking experiences. Students confirm that practice learning environments, particularly obstetric led units, specialist and out of maternity placements support interdisciplinary and multi-agency team working.

UWL based IPL is organised to ensure students have the opportunity to learn alongside nursing, paramedic, operating department practitioner and social work students. This is co-ordinated by the IPL steering group, with identified IPL champions within the college. There are themed IPL days, and IPL simulation sessions include childbirth emergencies with paramedic students.

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 new-born infants

MET ☒ **NOT MET** ☐

R3.4 is met. Students, EPs and PLPs tell us that there are learning opportunities enabling the achievement of the proficiencies related to continuity of midwifery carer across the whole continuum of care for women and new-born infants. The MORA is used to monitor student attendance and practice hours. Documentary evidence confirms that all students commence continuity of care caseload in the final 18 months of their respective programme route.

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 programme team, PLPs and EPs describe the opportunities that students experience of caring for a diverse population across a range of settings. Students provide assurance that their practice needs are met and are of a sound quality. PLPs and EPs offer students the opportunity to work with specialist midwives including drug dependency, refugees and asylum seekers and perinatal mental health services.

The MORA requires students to document these opportunities whilst evidencing respect and professional understanding when providing care. The theoretical elements of the programme address the impact of diversity on health outcomes.

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

R3.6 provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and new-born 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. Programme documentation confirms the college, PLPs and EPs provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and new-born infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual factors. The spiral curriculum evidences basic knowledge in year one that is further developed in subsequent years, identifying increasing complexity through the development of leadership and service improvement.

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 confirms that effective processes are established to ensure that individual need and personal circumstance are considered in the allocation of practice learning placements. This includes making reasonable adjustments for those students with learning and physical needs. Reasonable adjustment information is detailed on the UWL website and in college and programme documentation.

During the selection process applicants are asked to identify their first and second choice of NHS Trust organisation, in order to accommodate travel time and commitments outside of the programme. Practice learning environments are allocated by a midwifery admissions tutor. The programme team tell us that applicants are advised to contact the wellbeing team during the recruitment and selection process to declare any disability in order to ensure reasonable adjustments can be accommodated prior to undertaking recruitment activity. Prior to starting the programme, students complete an occupational health assessment survey. This is shared with the programme leader with student consent. Identified reasonable adjustments are communicated to practice learning environments as required. The MORA facilitates the sharing of information between students and practice learning environments to support individual student needs and adjustments.

Evidence provides assurance that the following requirements are met

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

YES ☒   **NO** ☐

NMC Nursing & Midwifery Council	Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

R3.9 ensure students are supernumerary	**YES** ☒ **NO** ☐
Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met	**YES** ☒ **NO** ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met	**YES** ☒ **NO** ☐

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 10 December 2020	
Post event review	
Identify how the condition(s) is met N/A	
Date condition(s): N/A	
Revised outcome after condition(s) met: N/A	**MET** ☐ **NOT MET** ☐

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 <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

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. Documentary evidence and the approval process demonstrate that the college, EPs and PLPs have robust procedures and policies in place to demonstrate how support, supervision, learning opportunities and assessments meet the requires of the SFNME.

Students have access to academic assessors for academic support and a range of UWL student support services are available online. Examples include numeracy and library support. Students are supported by link lecturers, practice assessors and practice supervisors in the practice learning environment. Academic assessors work in partnership with practice assessors at the end of each placement to review progress towards achievement and to support further development.

Academic staff are suitably qualified to deliver the proposed programme. PLPs, EPs and the programme team confirm that there's sufficient appropriately prepared practice assessors, practice supervisors and academic assessors to support delivery of learning in practice learning environments.

Students tell us that they're well supported academically and in practice learning environments. Students confirm that they're informed about how to access academic support in the college and in practice learning environments. Students tell us that formative and summative feedback on assessments have effectively enabled their academic progress. The range of assessments confirm student midwives should develop a wide range of skills relevant to midwifery practice. Group assessments are designed to ensure students learn to work collaboratively.

Documentary evidence and the approval visit confirm that students are able to achieve the SPM through accessing a variety of practice learning environments.

There are practice learning experiences in each year of the programme that are designed to facilitate them to meet a diverse range of people in a variety of settings.

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. Student achievement and progression in practice is recorded in the MORA. The roles and responsibilities of academic assessors, practice assessors and practice supervisors are clearly specified in programme handbooks and the MORA. There's a nominated person in each trust organisation responsible for co-ordinating student placement experiences and ensuring access to appropriately prepared practice assessors and practice supervisors. Practice supervisors provide day to day feedback and support to students. Practice assessors and academic assessors review student progression towards achievement and record this in the MORA at the end of each practice learning placement. Academic assessors track student attendance in the MORA and in a UWL time management system. They review any action plans in place to support students. Senior PLP and EP representatives confirm that arrangements are in place in the practice learning environment to ensure all practice learning opportunities meet NMC standards. Link lecturers visit the practice learning environment to support students, practice assessors and practice supervisors. This additional support mechanism ensures any concerns about student performance can be addressed promptly.

The preparation of practice assessors, practice supervisors and academic assessors is explicit in the college SSSA implementation strategy. There's evidence of the implementation of the SSSA preparation across PLP and EP organisations supported by UWL as part of a Pan London approach with local AEIs. Practice assessors, practice supervisors and academic assessors confirm they're prepared for their roles.

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

MET ☒   **NOT MET** ☐

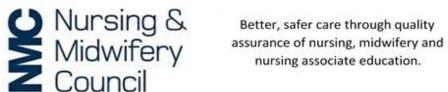R4.3 is met. Programme documentation and discussion at the approval visit confirm that there's assurance that students meet the SPM and programme outcomes. The programme documentation including the MORA is clearly mapped against the SPM ensuring students meet requirements and programme outcomes.

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

MET ☒   **NOT MET** ☐

R4.4 is met. Documentary evidence and the approval visit confirm that there are processes in place to provide students with formative and summative feedback throughout the programme to support their development. Programme documentation provides evidence that formative feedback on assessment preparation is offered across all modules. Students tell us that formative assessment supports achievement.

Practice assessments are recorded in the MORA. Students receive mid-placement and final placement feedback. Women and their families can provide feedback as part of the MORA. Practice supervisors gain the consent of women and their families and complete consent forms as evidence of this. Students are invited to reflect on the feedback provided, students tell us that they value this feedback. The MORA records meetings and feedback to students by practice assessors, practice supervisors, academic assessors and the practice nominated person.

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: 10 December 2020		

Post event review

Identify how the condition(s) is met:
N/A

Date condition(s) met:		
N/A		

Revised outcome after condition(s) met:	**MET** ☐	**NOT MET** ☐
N/A		

Standard 5: Qualification to be awarded

AEIs together with practice learning partners must:

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

R5.2 notify students during and before completion of the programme that they have five years to apply to register with the NMC if they wish to rely on this qualification[1]. 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

<div align="right">YES ☒ NO ☐</div>

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 qualification[2]. 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 fall-back exit awards that lead to NMC registration as a midwife.

Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met

YES ☒ **NO** ☐

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 10 December 2020	

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** ☐

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	☒	☐
Programme specification(s)	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for midwives*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration midwifery programmes* (NMC, 2019) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the LME	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	☒	☐
If you stated no above, please provide the reason and mitigation:		

	List additional documentation:
	Post visit documentation:
	Minutes confirmed and signed by the chair, 11 January 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	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Year three, February 2018 x four Year two, April 2019 x one Year one, September 2020 x three		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation		
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)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If yes, state where visited/findings:		

System regulator reports reviewed for practice learning partners	☒	☐
System Regulator Reports List: CQC quality report, Berkshire Healthcare NHS Foundation Trust, 26 March 2020 CQC quality report, Surrey and Borders Partnership NHS Foundation Trust, 1 May 2020 CQC quality report, Berkshire Independent Hospital, 19 May 2020 CQC quality report, West London NHS Trust, 2 June 2020		
If you stated no above, please provide the reason and mitigation: This is an established AEI and visits to facilities weren't needed.		
Additional comments: Non 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):	Nicola Clark	Date:	21 December 2020
Checked by:	Bernadette Martin	Date:	31 December 2020
Submitted by:	Lucy Percival	Date:	27 January 2021
Approved by:	Emiko Hughes	Date:	28 January 2021