

Programme Major Modification report

Section one

Programme provider name:	Edinburgh Napier University
Programme reviewed: <i>This is the NMC programme title(s)</i>	Registered Midwife - 18M <input type="checkbox"/> Registered Midwife - 24M <input checked="" type="checkbox"/> Registered Midwife - 36M <input checked="" type="checkbox"/> Registered Midwife - degree apprentice <input type="checkbox"/>
AEI programme title(s):	
Current AEI programme title(s): <i>Please include all currently approved programme titles</i>	Bachelor in Midwifery (BM)
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>	Masters in Midwifery (three year) Masters in Midwifery (two year) Postgraduate Diploma in Midwifery (two year)
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	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Registered Midwife - 36M	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input checked="" type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Midwife - degree apprentice	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Academic levels of modified/additional programme(s)/route(s):	
Registered Midwife - 18M	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Registered Midwife - 24M	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input checked="" type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Midwife - 36M	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p>

	<p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input checked="" type="checkbox"/> Level 11 <input type="checkbox"/> N/A</p>
Registered Midwife - degree apprentice	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Programme approval dates:	
Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i>	26 May 2021
Date(s) of NMC approval of any modifications since last approval:	N/A
Programme start dates:	
Current modification programme start date:	
Registered Midwife – 18M	<input type="text"/>
Registered Midwife – 24 M	17 January 2022
Registered Midwife – 36 M	17 January 2022
Registered Midwife – degree apprentice	<input type="text"/>
Date of modification:	9 September 2021
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Hilary Lumsden

Section two

Summary of review and findings

Edinburgh Napier University (ENU) is an established approved education institution (AEI). The midwifery department in the school of health and social care (the school) submits for approval a major modification to add the following routes to the currently approved Bachelor in midwifery programme:

- a full-time blended learning pre-registration three-year masters in midwifery (MM) (three year)
- a full-time blended learning pre-registration two-year postgraduate diploma in midwifery (PGDipM) (two year) for registered adult nurses
- a full-time blended learning pre-registration two-year masters in midwifery (MM) (two year) for registered adult nurses.

The original programme was approved by the Nursing and Midwifery Council (NMC) on 26 May 2021.

The programme leads to professional registration as a midwife against the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and Standards of proficiency for midwives (SPM) (NMC, 2019). The programme proposes one annual cohort of students on the MM three-year and MM/PGDipM two-year commencing in January 2022.

The modification is in response to the Scottish Government's request for a second output of midwives into the workforce and a request to provide an additional shortened route to registration for adult nurses from five practice learning partners (PLPs). The MM and PGDipM shortened programme routes are additional commissioned numbers from NHS education Scotland (NES), to work with new PLPs in the rural areas of Scotland who have difficulty in recruiting midwives to meet workforce demands. The option of the PGDipM (two year) is for applicants who don't wish to undertake the MM (two year). The presenting team anticipate that the PGDipM will be the most popular route for applicants wishing to undertake a shortened programme, but also propose the MM (two year) for those applicants who wish to complete a full masters programme.

The AEI is presenting the adapted midwifery practice assessment document (MPAD) for the shortened routes for approval. The MPAD is designed to ensure that the programmes meet the SPM and the Standards for student supervision and assessment (SSSA) (NMC, 2018). This is the first time that the adapted MPAD has been presented as part of the shortened programme approval in Scotland. This is a "once for Scotland" collaborative document which has evolved from a working group comprising representatives from AEIs providing midwifery education in Scotland. The adapted MPAD clearly identifies the domains and proficiencies to be achieved across the shortened routes in Scotland. There's assurance that the adapted MPAD meets NMC standards and is approved for use in Scotland. The

school have been active partners in its development and there's a strategy to implement this across all ENU's midwifery PLPs supporting the shortened routes.

There's evidence of effective partnership working between the AEI, students, practitioners and service users and carers (SUCs) at both operational and strategic levels. Senior managers from PLPs confirm they'll provide the practice learning opportunities required to meet the SPMP and support the SSSA. Assurance has been gained from PLPs that there are sufficient practice supervisors and practice assessors to support the increase in student numbers in placement areas.

There's evidence of collaboration between all stakeholders in the development of the modified programme. Student, PLP and SUC participation in curriculum design and development is evidenced. Documentation for the programme indicates curriculum content, a blended mode of delivery and practice experiences are designed to meet the SSSA and SPMP. SUCs, academic and practice staff and students participate in interviewing and selecting applicants for the midwifery programme. There will be joint interviews between the AEI and PLPs for midwifery students for the shortened programme since they'll be salaried employees of the relevant NHS health boards.

Recognition of prior learning (RPL) isn't available for pre-registration midwifery programmes.

The modification visit is conducted by remote means due to the COVID-19 pandemic.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) isn't met at programme level as a condition is applied.

The SSSA are met at programme level.

The programme is recommended to the NMC for approval subject to one NMC condition and four university conditions. There are three university recommendations.

Updated 14 October 2021:

Evidence is provided to meet the conditions. The condition and related NMC standards are now met.

ENU provides the evidence to confirm that the university conditions are also met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

<p>Recommended outcome to the NMC:</p>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <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>Condition one: The programme team must provide evidence that SUCs involved in student recruitment and selection receive appropriate equality, diversity and unconscious bias training to prepare them for their role. (SFNME 2.6; SPMP R1.4)</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition two: Revise and tidy up all module descriptors and the MPAD (two-year programme) to ensure the removal of discrepancies and inconsistent information. (University condition)</p> <p>Condition three: Revise and tidy up documentation including programme specifications and programme handbooks to ensure references are correct and meet both university and NMC expectations/regulations for example, exit awards, requirements for NMC registration for each award, progression and award of distinction. (University condition)</p>

	<p>Condition four: Review university regulation E.4 to ensure it reflects NMC requirements with regards to application of RPL. (University condition)</p> <p>Condition five: Liaise with the head of quality enhancement, the school academic lead for quality and the school head of learning and teaching to draft and seek approval for exemptions to the regulations (that is, at school and university level) for example in terms of the introduction of the 30-credit practice module and the introduction of level 10 modules at postgraduate level. (University condition)</p>
Date condition(s) to be met:	14 October 2021
Recommendations to enhance the programme delivery:	<p>Recommendation one: Consider offering students the ability to move from the MSc in midwifery programme to the PgDipM and vice-versa. (University recommendation)</p> <p>Recommendation two: Consider establishing ground rules for tutorial interaction to enhance participation and build cohort cohesion, for example cameras on as the default (acknowledging accessibility exceptions) to improve interaction and communication; prework such as reading, to engage students and set a clear expectation of participation. (University recommendation)</p> <p>Recommendation three: Consider how a sense of belonging and community can be fostered via the utilisation of online learning and other activities thus encouraging and developing trust and a sense of shared experience, for example during reflective sessions, through sharing experiences and through online group work. (University recommendation)</p>
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:

ENU provide the evidence that confirms the process for ensuring that SUCs can now access equality, diversity and unconscious bias training prior to engaging in recruitment and selection. Condition one is met.

ENU provide evidence that the university conditions are 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	N/A
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:	14 October 2021

Section three

NMC Programme standards
<p>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) 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)</p>

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

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

Standard 2: Educational governance and quality:

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

Standard 3: Student empowerment:

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

Standard 4: Educators and assessors:

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

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence and the modification visit show effective partnership working between the AEI, students, healthcare practitioners, SUCs and third sector agencies at both operational and strategic levels. There's documentary evidence of partnership and service level agreements with all new PLPs and the AEI to support students in practice learning. There's collaboration between the lead midwife for education (LME) and heads of midwifery in the partner trusts with regular meetings and communication. The LME works strategically with NHS partners, NHS for Scotland and the Lothian maternity services liaison committee (MSLC).

Key stakeholders are involved in the co-creation of the programme. The curriculum working group included SUCs and third sector agencies, clinical midwives and students. Third sector agencies at the visit confirm their contribution in the co-creation of the programme and explain their input which is reflected in all new routes proposed as part of this modification. Documentary evidence shows that student consultation informed the curriculum working group and their feedback is reflected in the modified programme.

SUCs, midwives and third year midwifery students confirm they participate in interviewing and selecting applicants for the midwifery programme.

SUCs at the visit confirm their involvement in the delivery of the programme. Their contributions include podcasts where their lived experience is shared with students. Midwifery students work with members of the MSLC as part of their practice hours. SUCs also provide feedback where students have been involved in their care which is recorded in the MPAD. SUCs provide specific feedback in the case loading element of the programme, and their feedback on students' support with breastfeeding is recognised in the United Nations children's fund (UNICEF) baby friendly initiative (BFI) component of the programme.

The AEI is adopting an adapted MPAD for the assessment of practice within the two-year routes by distributing the practice outcomes into part one and part two of the shortened programme. This is a "once for Scotland" collaborative document developed through a working group comprising representatives from midwifery providers at Scottish AEIs. Through this collaboration, the modification to the MPAD for the shortened programme has been achieved.

Programme documentation evidences the distinct roles of academic assessor, practice supervisor and practice assessor and how they work together in practice to support students. The link lecturer role provides support to students and practice learning staff. Measures are in place for link lecturers to maintain a high level of contact with students working in remote and rural areas of Scotland. They provide an essential chain of communication between the AEI and the practice environment. There are newly appointed practice education facilitators (PEFs) in the five PLPs who are commissioning the shortened programme. PEFs support postgraduate midwifery students in practice which is in-line with the other PLPs who are supporting the modified postgraduate three-year programme.

Students at the approval visit confirm their involvement during the development of the modified routes. They tell us how they contributed to regular discussions where the content and mode of delivery of the new programme was discussed. They also tell us examples of suggestions they made and how these are incorporated into the modified programmes.

Practice assessors and practice supervisors confirm they're prepared for the supervision and assessment of students on the modified three-year and shortened programmes. Effective communication systems exist between link lecturers with new and existing PLPs. 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 adapted MPAD.

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:

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 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document
 - R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
 - R1.5.3 demonstrate values in accordance with [the Code](#)
 - R1.5.4 have capability to learn behaviours in accordance with the Code
 - R1.5.5 have capability to develop numeracy skills required to meet programme outcomes
 - R1.5.6 can demonstrate proficiency in English language
 - R1.5.7 have capability in literacy to meet programme outcomes
 - R1.5.8 have capability for digital and technological literacy to meet programme outcomes
- R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes
- R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the [NMC Guidance of health and character](#). This includes satisfactory occupational health assessments and criminal record checks
- R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse determinations made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully
- R1.9 ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and
- R1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult) and the programme complies with Article 40(1)(b) of Directive 2005/36/EC outlined in Annexe 1 of this document.

Note: Education institutions and their practice learning partners may propose to transfer current students onto the new programme to meet the [Standards for pre-registration midwifery programmes](#). If so, evidence must be provided to support

this proposed transfer as part of the education institution's mapping process at Gateway 3.

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

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

YES NO

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

YES NO

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

YES NO

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

YES NO

R1.4 is not met. SUCs involved in interviewing prospective midwifery students haven't received training on equality, diversity, unconscious bias and inclusion. SUCs aren't fully prepared in their role to ensure that the recruitment and selection of students is open, fair and transparent. Measures to understand and address underrepresentation haven't therefore been taken. (Condition one)

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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.3 demonstrate values in accordance with the Code	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.4 have capability to learn behaviours in accordance with the Code	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.5 have capability to develop numeracy skills required to meet programme outcomes	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.6 can demonstrate proficiency in English language	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.7 have capability in literacy to meet programme outcomes	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.8 have capability for digital and technological literacy to meet programme outcomes	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>

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

R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
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R1.6 is met. Unchanged through this modification.

Evidence provides assurance that the following requirements are met

R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC Guidance of health and character . This includes satisfactory occupational health assessments and criminal record checks	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
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R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse determinations made by other regulators, professional bodies and

education establishments and that any declarations are dealt with promptly, fairly and lawfully

YES NO

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

YES NO

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

YES NO N/A

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration midwifery programmes* and the *Standards of proficiency for registered midwives* will be met through the transfer of existing students onto the proposed programme.

Documentary evidence and the programme team confirm that there will be no transfer of current students onto the modified programme. Students who interrupt their studies will return on a managed bespoke route, joining another cohort to complete the same programme they started. All theory content is stored on the virtual learning environment and can be accessed by returning students. Practice learning will be managed on an individual basis.

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.

Unchanged through this modification.

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

YES NO

SUC representatives confirm that no training has been offered regarding equality, diversity and unconscious bias to prepare them for selection of midwifery students. (Condition one)

Outcome

Is the standard met?	MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/>
<p>SUCs aren't fully prepared for their involvement in the selection of midwifery students as they don't receive any training in equality, diversity and unconscious bias.</p> <p>Condition one: The programme team must provide evidence that SUCs involved in student recruitment and selection receive appropriate equality, diversity and unconscious bias training to prepare them for their role. (SFNME R2.6, SPMP R1.4)</p> <p>Date: 9 September 2021</p>	
Post event review	
Identify how the condition(s) is met:	
<p>Condition one: Documentary evidence is provided detailing a yearly mandatory in-house equality, diversity and unconscious bias training package for SUCs. A community Moodle platform has been developed to facilitate the training.</p> <p>Condition one is met.</p> <p>Evidence: MM programme conditions, undated</p>	
Date condition(s) met: 14 October 2021	
Revised outcome after condition(s) met:	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>

Standard 2: Curriculum
<p>AEIs together with practice learning partners must:</p> <p>R2.1 ensure programmes comply with the <i>NMC Standards framework for nursing and midwifery education</i></p> <p>R2.2 comply with the <i>NMC Standards for student supervision and assessment</i></p> <p>R2.3 ensure that programme learning outcomes reflect the <i>NMC Standards of proficiency for midwives</i></p> <p>R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes</p> <p>R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language</p> <p>R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice</p> <p>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</p>

- R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies, and
- R2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, and comply with Article 40 (1) and satisfy Article 41(1) of Directive 2005/36/EC (see Annexe 1) by meeting the following criteria:
- R2.9.1 full time education and training as a midwife is a minimum of three years and 4,600 hours, or
- R2.9.2 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of two years and 3,600 hours, or
- R2.9.3 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

- R2.1 ensure programmes comply with the NMC [Standards framework for nursing and midwifery education](#) YES NO
- R2.2 comply with the NMC [Standards for student supervision and assessment](#) YES NO
- R2.3 ensure that programme learning outcomes reflect relevant *Standards of proficiency for midwives* YES NO

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

- R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes MET NOT MET
- R2.4 is met. The school has a SUC engagement strategy which details how SUCs can be involved in programmes.

There's robust evidence of SUC and third sector involvement in the design and development of the programme. SUC and third sector groups are involved in the co-creation of the proposed modified programme with representatives on the curriculum development project steering group and operational steering group. SUC representatives confirm their involvement in curriculum development and can see their contribution in the proposed modified programme.

SUCs tell us about sharing their lived experiences with student midwives in face-to-face sessions. SUC engagement is also evidenced through lived experiences shared through podcasts and anonymised case studies in the modified programme.

The programme team tell us that they embrace the contributions of the SUCs and third sector groups and value their involvement.

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 modified programme is delivered in Scotland.

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. The programme documentation indicates that students are supported and provided with relevant midwifery practice experience.

The continuity of carer model of midwifery care is currently being implemented across Scotland. Students are either allocated to the best start continuity of carer model or the traditional mode of practice. While this transition takes place two placement models are in use. The range of practice learning experiences for the modified programme cover antenatal, postnatal, labour ward and community settings. Students access the full range of midwifery practice regardless of which model of practice they're allocated to. Practice learning experiences for the modified programme are allocated to students at the beginning of their programme which they can view on their online platform for clinical placements. The allocations made by the ENU practice placement team provide a broad range of midwifery practice experiences enabling students to meet the SPMP and the SPM.

Students confirm that there are opportunities to work with specialists, such as services for those who experience substance misuse or mental health issues. They also experience placements in areas such as gynaecology, transitional care and the neonatal unit which are essential components of women's and neonatal care.

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. The programme team present a blended learning postgraduate programme with a three-year and two-year route. Most of the content is delivered so that students can access remotely in synchronous and asynchronous modes via the e-learning platform Moodle. This provides directed activities which students can engage in at their own pace. This will prepare them to participate in online lectures and seminars with staff and other students. The use of online material and platforms for interaction reflect the geographical diversity of the population in Scotland and the AEI's commitment to environmental sustainability.

Simulation and skills development is provided on campus for MM (three year) students in the clinical skills centre using a variety of high and low specification technology. Students learn in small groups for skills development and rehearsal and there are opportunities to practice situations which occur less frequently such as obstetric emergencies. Drop-in sessions are available for students who need additional skills practice.

Students on the MM and PGDipM shortened programme routes have simulation sessions in their host PLP. Simulation activities match those provided on campus at ENU and students have the opportunity to work in small groups with each other and qualified midwives. Opportunities include simulations such as home birth. ENU academic staff visit PLPs to assure the simulation learning environment is equivalent to that within the AEI. They also prepare and support staff to deliver module outcomes.

The programme team confirm that students have access to online resources such as fetal heart rate monitoring, infection control and online medication calculations. They're able to access widespread resources via the library to enhance learning. National online resources are also used to support learning, for example the K2 fetal assessment package and e-learning on TURAS (the NHS education for Scotland platform).

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

MET **NOT MET**

R2.8 is met. The new postgraduate routes are structured to ensure an equal balance of theory and practice. There's a clear educational philosophy and the programme is organised into block weeks of theory and practice learning.

Evidence provides assurance that the following requirements are met

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

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

YES NO N/A

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

YES NO N/A

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

YES NO N/A

Registered nurses will complete a two-year 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: 9 September 2021

Post event review

Identify how the condition(s) is met:

N/A

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

Standard 3: Practice learning

AEIs together with practice learning partners must:

- R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives
- R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families
- R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working
- R3.4 provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants
- R3.5 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services
- R3.6 provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual
- R3.7 take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities
- R3.8 ensure students experience the range of hours expected of practising midwives, and
- R3.9 ensure students are supernumerary

Findings against the standard and requirements

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

- R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives
- MET** **NOT MET**

R3.1 is met. Unchanged through this modification.

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. The school has an interprofessional learning (IPL) strategy which identifies areas for IPL in the curriculum and develops the IPL experience of student midwives. IPL is embedded in both theory and practice elements. Theoretical content throughout the programme reflects the importance of successful IPL and multi-disciplinary team working. There will be the opportunity for postgraduate midwifery students to have shared learning with social work and physiotherapy 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 newborn infants
MET **NOT MET**

R3.4 is met. Programme documentation evidences that continuity of midwifery carer is embedded throughout the programme. The sample flowthrough charts show how the student can meet the continuum of care. Students tell us there are opportunities to hold a case load, which enables achievement of proficiencies related to continuity of midwifery carer. The programme team confirm this is across the continuum of care for all women and newborn infants, with and without complications and further care needs.

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. Unchanged through this modification.

R3.6 provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual factors
MET **NOT MET**

R3.6 is met. Unchanged through this modification.

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

MET **NOT MET**

R3.7 is met. Unchanged through this modification.

Evidence provides assurance that the following requirements are met

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

YES **NO**

R3.9 ensure students are supernumerary

YES **NO**

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

YES **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: 9 September 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A

Standard 4: Supervision and assessment

AEIs together with practice learning partners must:

- R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC [Standards framework for nursing and midwifery education](#)
- R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC [Standards for student supervision and assessment](#)
- R4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes
- R4.4 provide students with feedback throughout the programme to support their development
- R4.5 ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 percent
- R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife
- R4.7 ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives, and
- R4.8 ensure the knowledge and skills for midwives set out in Article 40(3) and the activities of a midwife specified in Article 42 of Directive 2005/36/EC have been met as outlined in Annexe 1 of this document

Findings against the standards and requirements

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

- R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC [Standards framework for nursing and midwifery education](#)

MET **NOT MET**

R4.1 is met. Documentary evidence and the approval process demonstrate that ENU and PLPs have robust procedures and policies in place and work collaboratively to provide support, supervision, learning opportunities and assessment which comply with the SFNME.

Curriculum vitae demonstrate that the postgraduate routes are delivered by suitably qualified educators. PLPs and the programme team confirm there are sufficient appropriately prepared practice supervisors, practice assessors and academic assessors to support delivery of the practice learning element of the modified programme.

The programme handbook details the roles and responsibilities of the practice supervisor, practice assessor and academic assessor which meet the SSSA. PLPs tell us that there are sufficient suitably qualified midwives to assess postgraduate

students in newborn and infant physical examination (NIPE). A national strategy has considered a “once for Scotland” approach to the management of this proficiency in clinical practice. To ensure ongoing capacity, assurance is given by the PLPs that training for new practice assessors/ practice supervisors and NIPE examiners is in place. They tell us there will be particular attention to ensuring adequate numbers are maintained for the increase in student numbers from the postgraduate programme.

Documentary evidence shows that students can achieve the SPM through access to a variety of practice learning experiences in PLP organisations. There are practice learning experiences in each year of the postgraduate programme, which are designed to facilitate students meeting a diverse range of people in a variety of practice and community settings. PLP senior managers and PEFs tell us of the arrangements they’ve implemented in practice learning environments to ensure all practice learning opportunities meet the SPM.

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. The roles of practice supervisor, practice assessor and academic assessor are fully evidenced in the programme handbook and the ongoing record of achievement (ORA) which is embedded in the MPAD.

PLPs confirm that online sessions are available to help practice supervisors and practice assessors in supporting student midwives. Documentation shows there’s an academic assessors’ toolkit to prepare them for their role and confirms that there’s a different academic assessor allocated for each part of the programme. PLPs confirm that the roll out of the new modified MPAD for the MM and PGDipM shortened programme routes has already commenced.

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 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**
- 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: 9 September 2021

Post event review

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

Date condition(s) met:
 N/A

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

Standard 5: Qualification to be awarded

AEIs together with practice learning partners must:

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

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

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

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

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

YES NO

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

YES NO

Fall Back Award

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

YES NO N/A

There are no fall back exit awards with registration as a midwife in the proposed postgraduate routes.

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: 9 September 2021

Post event review

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

Date condition(s) met:
 N/A

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

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for midwives</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education (NMC, 2018) (Gateway 1)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment (NMC, 2018) apply to the programme(s) (Gateway 2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration midwifery programmes (NMC, 2019) (Gateway 3)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the LME	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input 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 as part of this modification.		
List additional documentation: MM programme conditions, 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: MM students two x third year One newly qualified midwife from MM 2018 cohort		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't proposed as part of this modification.		
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 checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		

N/A		
System regulator reports reviewed for practice learning partners	<input type="checkbox"/>	<input checked="" type="checkbox"/>
System Regulator Reports List: There are no system regulator reports for review.		
If you stated no above, please provide the reason and mitigation: ENU is an established AEI and visits to facilities aren't required.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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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):	Hilary Lumsden	Date:	15 September 2021
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Submitted by:	Shahzaib Ghafoor	Date:	25 October 2021
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