

Programme approval visit report

Section one

Programme provider name:	Keele University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	University Hospitals of North Midlands NHS Trust (previously University Hospital of North Staffordshire NHS Trust)
Programme(s) reviewed:	
<p>Programme: Pre-registration Midwifery Title of programme: BSc (Hons) Midwifery Programme start date: 28 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p>	
Date of approval	19 June 2020
QA visitor(s):	Registrant Visitor: Nicola Clark Lay Visitor: Clementina Aina

Section two

Summary of review and findings

Keele University (KU), school of nursing and midwifery is an established and experienced approved education institution (AEI). The AEI has submitted for approval a full-time undergraduate three-year BSc (Hons) pre-registration midwifery programme leading to professional registration as a midwife. The programme has a proposed intake once every September. There are named exit awards detailed for students who fail to complete the programme or meet the Nursing and Midwifery Council (NMC) (2019) Standards of proficiency for registered midwives. These exit awards do not confer eligibility to register as a midwife with the NMC.

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

There's evidence of effective partnership between the AEI, students, healthcare practitioners, service users and carers (SUCs) at both operational and strategic levels. Senior managers from practice learning partners (PLPs) agree to support practice learning opportunities and the Standards for student supervision and assessment (SSSA). There's evidence of collaboration between all stakeholders in the development of the midwifery programme. Students, PLPs, and service user participation in curriculum design is evidenced and documentation for the programme indicates curriculum content, modes of delivery and practice experiences. Service users, academic staff, practice learning staff and students participate in interviewing and selecting applicants for NMC programmes. The faculty and PLPs tell us any issues which arise from practice and external reviews are monitored through a systematic process and risks to students practice learning are collaboratively managed. Educational audits of practice areas used for student learning are undertaken by the AEI in order to determine suitability. Recognition of prior learning (RPL) is not available for pre-registration midwifery programmes.

This visit is conducted under current public health emergency conditions by remote means.

The Standards framework for nursing and midwifery education is not met at programme level (SFNME). The SSSA is not met at programme level.

The programme is recommended to the NMC for approval subject to two conditions; one condition is both NMC and university and one is an NMC condition. Visitors made two NMC recommendations.

Updated 16 July 2020:

The AEI has provided documentation to meet the conditions. The conditions are met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>Condition two: The programme team must provide a robust action plan to provide assurance that practice learning staff are adequately prepared for the MORA which will be implemented with the new programme. (SFNME R2.1, R2.4, SSSA R5.1, R5.2, R8.2, R8.4, Standards for pre-registration midwifery programmes (SPRMP) R4.2)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: The programme team must amend the programme specifications and other programme documentation as requested by quality assurance and the faculty education committee. This must include providing revised programme specifications for the current cohorts who will be transferring over to the new programme – 2018 and 2019 entrants. Evidence of student consultation and consent must also be provided as per competition and markets authority (CMA) requirements. (SFNME R2.1, R2.5)</p>

	and university condition)
Date condition(s) to be met:	20 July 2020
Recommendations to enhance the programme delivery:	<p>Recommendation one: The programme team are advised that students are informed regularly (as a minimum, annually) where the policies and documentation related to raising and escalating concerns for both the theory and practice elements of their programme are located. (SFNME R2.14, R3.12, SPRMP R4.1)</p> <p>Recommendation two: The programme team are advised that a system of recording is developed to monitor students' exposure to women and families from diverse backgrounds. (SFNME R2.14, R3.3, SPRMP R3.5)</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:

The programme team have amended programme specifications for all cohorts transferring to the new programme and adoption of the MORA for the assessment of practice. Evidence of student consent is presented with full agreement. Condition one is met.

The programme team have provided a robust action plan in three stages. The implementation of stage one is from July to October 2020 where all practice supervisors and practice assessors working in community areas, maternity wards and delivery suite are identified for specific updates. Resources from the midwifery practice assessment collaborative steering group (MPAC) are to be uploaded to the intranet for access by practice learning staff. Stage two is from mid July to December 2020 with workshops run by the link lecturers both online and moving to face-to face. A maternity unit newsletter and information bundle will be provided to education links in the trust. Stage three commences in September 2020 and will be ongoing with monthly updates at trust skills and drills sessions, attendance at senior team meetings and weekly contact in the placement areas from the link lecturers. Condition two is met.

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	16 July 2020

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)

The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018)

QA Framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook (September 2018 updated July 2019)

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

Findings against the standard and requirements

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

Programme documentation provides evidence of partnership working between KU and key stakeholders in the co-production, co-delivery and evaluation of the programme. There's an LME in post who is registered with the NMC. There's a range of practice placement areas to support delivery of the programme. PLPs speak highly of their relationship with KU. Documentary analysis and meetings with stakeholders at the approval visit demonstrate effective partnership between the KU and all stakeholders. Students, SUCs and PLPs are engaged in the design of the new curriculum and are able to say where their feedback is incorporated into the new programme. They tell us of their contribution to the development of the programme through curriculum stakeholder events and placement updates. The MORA evidences involvement of SUCs and students in feedback, supervision and assessment processes.

The programme team provide assurance of their commitment to robust partnership working with stakeholders in the development, delivery and evaluation of the programme at both strategic and operational levels. Stakeholders include representative organisations, students, service users and clinical colleagues. Curriculum planning commenced following the publication of the draft standards in 2019.

SUCs at the visit confirm their contribution to programme planning, delivery of theory sessions and involvement with student assessment. SUCs tell us they're

valued and appreciated by the programme team and school and feel fully involved in co-production and ongoing management of programmes and teaching sessions. SUCs tell us they're aware of their role and briefed on what is expected. Formal preparation is planned by the LME with SUCs and they actively look forward to engaging with the process.

Student recruitment, selection and admissions processes are robust. Students tell us that third year students are invited to sit on interview panels. All those involved with decision making including students and SUCs undertake training in equality and diversity through an online programme or via mandatory training at the trusts.

There's evidence of interprofessional learning (IPL) appropriate to the programme and profession. This is evident in the programme documentation and is confirmed by students and the programme team at the visit. Students enjoy the range of opportunities offered to them to work alongside other professions or to be taught by experts in associated subjects. Students provide us with examples of mandatory IPL with other students undertaking paramedic and medical programmes which are highly valued. Opportunities for IPL within the practice learning setting is evidenced within MORA documentation.

The SSSA is currently being implemented for all students on midwifery programmes at KU following a successful major modification in 2019.

Programme documentation evidences the distinct roles of academic assessor, practice supervisor and practice assessor. In practice learning environments students will receive feedback from their practice supervisors and practice assessors at specific stages as identified within the MORA and the context document. Assessment and feedback process indicates it will take into account students' individual learning needs including reasonable adjustments and support needs. The link lecturer role is separate and undertaken by members of the programme teaching team who link with identified practice placement areas providing support to students and practice learning staff. Link lecturers undertake programme updates and education audits. They provide an essential chain of communication between the university and practice environment. This role is in addition to those required of the SSSA.

Students are aware of who and how to communicate if they have any questions, problems or concerns. The overriding impression is of a strong community of practice learning at KU. Theory and practice learning work as a whole lead to positive student learning experiences and outcomes. Practice partners are keen to employ KU graduates thus meeting local workforce needs.

A process to raise and escalate any concerns is in place for students, practice supervisors and practice assessors in practice learning environments. In addition, the programme team and PLPs describe collaborative reporting and management processes they can use to investigate serious untoward incidents. Both PLPs and students confirm their understanding of processes to use if difficulties are

encountered and tell us they feel confident their particular circumstances are taken into account. Both students and PLPs are able to say what the process for raising and escalating concerns is though neither can identify where the policy is located or how to access it. (Recommendation one)

Students tell us they feel empowered and give us examples of how their feedback is listened to and acted upon. Students provide assurance there's opportunity to formally evaluate their experiences in practice and theory learning .

Both students and SUCs confirm the involvement of SUCs in theory sessions such as feedback stories and role play for objective structured clinical examination (OSCE) assessments. The MORA provides opportunities for SUCs to provide formative feedback on care received by students in practice areas.

There's a placement plan for the full duration of the programme. The programme team and PLPs at the visit tell us the placement plan ensures students experience the whole range of maternity care. PLPs provide assurance that student numbers are jointly agreed with KU. PLPs tell us they're able to provide sufficient quality practice learning opportunities for student support and supervision in practice in line with NMC requirements. Students tell us they receive practice learning opportunities which enable them to experience the full range of maternity care as well as specialist learning experiences. PLPs advise us the local population is not as diverse as other localities but believe all students will be providing care for women from diverse backgrounds. The programme plan does not detail specific practice placements where students are to provide care for women and families from diverse backgrounds therefore the programme team are recommended to formally record those experiences experienced by students. (Recommendation two)

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 and.

Met

Gateway 2: Standards for student supervision and assessment

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Student journey through the programme

Standard 1: Selection, admission and progression

AEIs must:

1.1 Appoint a lead midwife for education who is responsible for midwifery education in the AEI

1.2 Inform the NMC of the name of the lead midwife for education

1.3 Ensure recognition of prior learning is not permitted for pre-registration midwifery programmes

AEIs together with practice learning partners must:

1.4 Ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education

1.5 Confirm on entry to the programme that students:

1.5.1 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

1.5.2 Demonstrate an understanding of the role and scope of practice of the midwife

1.5.3 Demonstrate values in accordance with the Code

- 1.5.4 Have capability to learn behaviours in accordance with the Code
- 1.5.5 Have capability to develop numeracy skills required to meet programme outcomes
- 1.5.6 Can demonstrate proficiency in English language
- 1.5.7 Have capability in literacy to meet programme outcomes
- 1.5.8 Have capability for digital and technological literacy to meet programme outcomes
- 1.6 Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes
- 1.7 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
- 1.8 Ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully
- 1.9 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
- 1.10 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).

Evidence provides assurance that the following requirements are met:

1.1 Appoint a lead midwife for education who is responsible for midwifery education in the AEI

Yes

1.2 Inform the NMC of the name of the lead midwife for education

Yes

1.3 Ensure recognition of prior learning is not permitted for pre-registration midwifery programmes

Yes

1.4 Ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education

Yes

1.5.1 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

1.5.2 Demonstrate an understanding of the role and scope of practice of the midwife

Yes

1.5.3 Demonstrate values in accordance with the Code

Yes

1.5.4 Have capability to learn behaviours in accordance with the Code

Yes

1.5.5 Have capability to develop numeracy skills required to meet programme outcomes

Yes

1.5.6 Can demonstrate proficiency in English language

Yes

1.5.7 Have capability in literacy to meet programme outcomes

Yes

1.5.8 Have capability for digital and technological literacy to meet programme outcomes

Yes

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

1.6 Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes

Met

R1.6 is met. KU documentary evidence makes explicit entry requirements for literacy and numeracy. Arrangements for student support and students' preparation for developing these entry requirements such as numeracy skills, literacy skills, digital and technological literacy are well established. We are assured by the programme team that applicants' ability to engage with digital media is appropriately assessed as part of recruitment and selection process either through the application itself or through engagement with digital media on the selection day.

Numeracy is embedded throughout the midwifery programme in both theory and practice learning with increasing complexity. It is formatively and summatively assessed in each year of the programme via a computer software package. This must be passed at 100 percent by the end of year three of the programme.

Literacy, digital and technological literacy are mapped using a health and care digital capabilities framework. This is a cross theme throughout the programme,

featuring in modules in each year of the programme such as biological processes in midwifery, the role of the midwife in the 21st century, clinical practice in year one, neonatal conditions, clinical practice two in year two, professional leadership and clinical practice three in year three. Students participate in digital and online networks, forums, conversations and co-created work spaces. The Keele virtual learning environment (KLE) supports this framework in addition to blended learning approaches and completion of learning activities and assessments.

Evidence provides assurance that the following requirements are met:

1.7 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

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

Yes

1.9 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

1.10 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.

No

There is no shortened programme.

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.

Confirmation at the visit indicates that all students will transfer to the new programme. This is not clear in the documentation. (Condition one)

Mapping documentation provides evidence for how the existing programme content and learning outcomes compare to the new SPRMP and Standards of proficiency for midwives across all three years of the existing programme. This mapping demonstrates bridging the existing programme to the new programmes. The programme team confirm consultation has taken place regarding the proposed transfer with students and PLPs. PLPs tell us they've had several meetings with the programme team about transferring students and students confirm they're part of the consultative process. They say they want to graduate from the new programme and use the MORA for their practice assessments going forwards.

Arrangements are in place to transfer students on interrupted studies when returning to the programme.

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.

We find evidence to support the SSSA are implemented and current students have transferred onto the SSSA. Furthermore, practice assessors, practice supervisors and academic assessors are well prepared for their new roles. PLPs and students confirm at the visit that students are being allocated practice supervisors and practice assessors appropriately.

In relation to the new NMC SPRMP (2019) and introducing and implementing the MORA, there are planned workshops through collaboration with PLPs and academic staff which are managed by the clinical practice facilitator. Roles and responsibilities are detailed throughout the MORA.

Current students tell us how they're consulted about these changes and their agreement is sought. They understand the new practice assessment documentation and feel their former sign-off mentors are prepared for the new roles.

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

No

Confirmation at the visit indicates that all students will transfer to the new programme. This is not clear in the documentation. (Condition one)

Outcome

Is the standard met?

Not Met

Confirmation at the visit indicates that all students will transfer to the new programme. This is not clear in the documentation.

Condition one: The programme team must amend the programme specifications and other programme documentation as requested by quality assurance and the faculty education committee. This must include providing revised programme specifications for the current cohorts who will be transferring over to the new programme – 2018 and 2019 entrants. Evidence of student consultation and consent must also be provided as per CMA requirements. (SFNME R2.1, R2.5 and university condition)

Date: 19 June 2020

Post Event Review

Identify how the condition is met:

Condition one: The programme team have amended the programme specifications for all cohorts transferring to the new programme and adoption of the MORA for the assessment of practice. Evidence of student consent is presented with full agreement.

Evidence:

Consent to transition to new curriculum responses, undated
Midwifery single honours programme specification 2018-19 entry, undated
Programme specification midwifery BSc (Hons) 2020-21 V2, undated

Condition one is met.

Date condition(s) met: 16 July 2020

Revised outcome after condition(s) met:

Met

Condition one is met.

Standard 2: Curriculum

AEIs together with practice learning partners must:

2.1 Ensure programmes comply with the NMC Standards framework for nursing and midwifery education

2.2 Comply with the NMC Standards for student supervision and assessment

2.3 Ensure that programme learning outcomes reflect the NMC Standards of proficiency for midwives

2.4 Involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes

2.5 Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

2.6 Design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice

2.7 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

2.8 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

2.9 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:

2.9.1 Full time education and training as a midwife is a minimum of three years and 4,600 hours, or

2.9.2 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

2.9.3 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.

Evidence provides assurance that the following requirements are met:

2.1 Ensure programmes comply with the NMC Standards framework for nursing and midwifery education

Yes

2.2 Comply with the NMC Standards for student supervision and assessment

Yes

2.3 Ensure that programme learning outcomes reflect the NMC Standards of proficiency for midwives

Yes

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.

2.4 Involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes

Met

R2.4 is met. Documentary evidence and confirmation at the visit provides assurance that KU involves women, partners and advocacy groups in the design, development, delivery and evaluation of programmes. There's a KU SUC strategy with a bi-annual SUC conference for nursing and midwifery students. SUCs confirm they feel involved and appreciated by the programme team and are listened to. Examples of involvement with SUCs include feedback stories for students as foundations for theory sessions and role plays as part of OSCE assessments. Examples of advocacy groups' involvement in the programme include involvement of fathers in year one and Mind, the mental health charity, in year two. The LME and award lead liaise with the maternity voices partnership (MVP) for Staffordshire and Stoke and the MVP champions and attend the meetings four times a year. SUCs confirm their involvement with developing the new curriculum by attending meetings with the LME and midwifery lecturers. A service user is involved in developing the MORA. SUCs and the programme team tell us there are further preparation sessions planned for their role with the

midwifery programme.

Evidence provides assurance that the following requirements are met:

2.5 Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

N/A

The programme is only delivered in England.

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

2.6 Design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice

Met

R2.6 is met. Programme documentation and the MORA evidence that theory and practice learning are designed and delivered within the programme. The range of practice learning experiences cover antenatal, postnatal, labour ward and community settings. There are opportunities for students to undertake mandatory elective placements. Examples of these placements include working with a voluntary group connected with the maternity services or experiencing midwifery or women's care in another practice placement circuit elsewhere in the United Kingdom. The elective practice placement is planned and managed by students in coordination with the elective placement lead for the school and the personal tutor. Students confirm they experience a range of practice learning opportunities and allocation to each environment is conducted fairly and adheres to an established placement plan which is scoped and agreed with PLPs.

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.

2.7 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

R2.7 is met. Programme documentation indicates technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment. This includes where clinical circumstances occur

infrequently and a proficiency is required. The required proficiencies in domain six of the Standards of proficiency for midwives are documented within the MORA. Simulated learning opportunities are provided for students to practice and be assessed in the proficiencies that occur infrequently in the practice environment, with examples of simulated breech birth or performing an episiotomy. In year one of the proposed programme students are introduced to skills to support their use of information technology, the library, research, self-assessment and reflection strategies. Students tell us they can access the student support service for individual support and tuition if they require additional guidance with technology.

Students confirm various IPL simulated learning experiences are available with students on other healthcare programmes, with examples of paramedic and medical students, where they have 'get together' days which are mandatory. These days are designed to explore the roles of the other healthcare professionals. These develop understanding of how they might communicate and work together in partnership in clinical areas.

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.

2.8 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

Met

R2.8 is met. Documentary analysis evidences an equal balance of 50 percent theory (2320 hours) and 50 percent practice (2320 hours) and is organised into block weeks of theory and practice learning. Programme documentation demonstrates a blended teaching and learning strategy of lectures, small group seminars, problem-based learning, simulation, peer teaching, research-informed learning and independent study. The curriculum adopts a spiral approach, building and advancing upon existing knowledge.

Theoretical content is organised into five themes which are practice, organisation of care, values, philosophy and care providers. These are identified within the modules to which they apply. There are cross themes of sustainable health and wellbeing, leadership, evidence-based practice, skills in numeracy, literacy, digital, media and technology, self-reflection and breastfeeding initiative (BFI). These span across all years of the programme and reflect key aspects of midwifery practice.

Evidence provides assurance that the following requirements are met:

2.9.1 Full time education and training as a midwife is a minimum of three years and 4,600 hours, or

Yes

2.9.2 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

No

There is no shortened programme.

2.9.3 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.

No

There is no shortened programme.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 19 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 3: Practice learning

AEIs together with practice learning partners must:

3.1 Provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives

3.2 Ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families

3.3 Provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working

3.4 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

3.5 Provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services

3.6 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

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

3.8 Ensure students experience the range of hours expected of practising midwives, and

3.9 Ensure students are supernumerary

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.

3.1 Provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives

Met

R3.1 is met. KU provides documentary evidence of practice learning opportunities that enable students to develop and meet the Standards of proficiency for midwives which is confirmed at the visit. Student achievement of proficiencies is documented in the MORA. A context document for the programme details the arrangement of proficiencies in each part of the programme with monitoring and management of student progression through the programme. The context document makes explicit that practice learning is to be graded. There are three practice placements each year. All three practice placements each year will be assessed and graded as a holistic assessment. An average grade is determined for the overall mark for the year. At each assessment point, specific proficiencies are identified to be assessed. Failure at any practice assessment point will necessitate reassessment during the retrieval period at the end of each year. This indicates all proficiencies can only be assessed twice.

All assessments, both theory and practice can have two attempts. There is a date for each module assessment, and if required further assessment opportunities are offered within the retrieval period.

Domains one to five of the Standards of proficiency for midwives (NMC, 2019) are mapped within programme documentation. Skills detailed in domain six are visible and evidenced within the MORA demonstrating what must be met to complete the programme.

The MORA forms a record of learning experiences across the maternity care continuum and also documents any additional complementary or elective placement. Allocation of varied practice placements provides a range of experiences which prepares students for real life challenges and adds breadth to the student experience.

The programme team and PLPs tell us about the ways practice supervisors, practice assessors, academic assessors, link lecturers and clinical practice facilitators collaborate to ensure practice learning opportunities allow students to achieve.

Documentary evidence details that the placement information review and audit (PIRA) process is overseen by the practice quality lead, LME, head of midwifery and the clinical placement facilitators. The PIRA is undertaken once every two years and completed together with the link lecturers and placement managers. If a concern is raised, the placement can be re-audited at any time. Care Quality Commission (CQC) reports and recommendations are considered when determining the quality standard of a practice learning environment. Student practice placement evaluations are included for consideration in the audit process.

If the practice placement area is considered to be at risk, the serious placement issues policy (SPIP) is initiated by the link lecturer or practice quality lead. The decision to withdraw or remove students is made by the SPIP subgroup who will convene within 48 hours. All placement audits are overseen by the PIRA audit group who meet annually.

3.2 Ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families

Met

R3.2 is met. Documentary evidence for the practice placement learning circuit and confirmation from the programme team, PLPs, SUCs and students provide assurance that KU ensures students experience the role and scope of the midwife, enabling them to provide holistic care to women, newborn infants, partners and families.

The programme team and PLPs confirm there's sufficient numbers of practice learning experiences to support students to gain experience in meeting the holistic needs of people of all ages. PLPs and students at the visit confirm students as being supernumerary in practice.

3.3 Provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working

Met

R3.3 is met. KU has an established faculty interprofessional education (IPE) framework for theory and practice. This is a strand with all the faculty programmes in midwifery, nursing and allied health and social care programmes. There are specific learning outcomes mapped for both theory and practice and there are faculty IPE days led by the midwifery IPE lead.

IPL sessions which take place in practice learning environments are recorded in the MORA. The MORA provides templates for students to record and reflect on any IPL undertaken with members of the multidisciplinary team and for students to self-evaluate and reflect on their practice learning experiences.

3.4 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

R3.4 is met. In keeping with national policy guidelines, programme documentation evidences that continuity of midwifery carer is embedded throughout the

programme. Students tell us there are opportunities to hold a case load which enables achievement of proficiencies related to continuity of midwifery carer. PLPs and the programme team confirm this is across the continuum of care for all women and newborn infants and commences in year one of the programme. The MORA sets out progression points and expectations for learning. The MORA has sections for monitoring student attendance/practice hours.

Current practice areas are developed with the involvement of PLPs who are currently piloting continuity of midwifery carer teams with a view to complete adoption of the continuity of carer model.

Using continuity of carer opportunities and involvement with pilot sites, PLPs confirm students will demonstrate the ability to provide continuity of midwifery carer. This is across the continuum of care for women and newborn infants with and without complications and further care needs. This may involve working within a continuity team and/or demonstrating continuity of care and carer on an individual basis.

3.5 Provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services

Met

R3.5 is met. Documentary evidence and narrative evidence from the programme team, PLPs and students confirms learning opportunities are made available to students to experience midwifery care for a diverse population across a range of settings, including midwifery led services. 'Day swap' practice placements with health visitors provide some opportunities for students to work with diverse members of the community. Documentary evidence and the practice placement plan doesn't fully evidence equity between students undertaking diverse placements to ensure all students are fully prepared to work with diverse ethnic groups. The university acknowledges additional work is required and has incorporated an audit system to review students' placements. (Recommendation two)

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

3.6 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

Met

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

The MORA is designed to document students' developing knowledge and understanding when caring for women and newborn infants with additional needs. Demonstration of participation (year one), contribution (year two) and proficiency (year three) in providing care for women and newborn infants when complications and additional care needs arise is documented across the midwifery care continuum. The MORA interim reviews and holistic assessment require students to be assessed against the professional behaviours required of a registered midwife as documented in the Code. The spiral curriculum and its use of curriculum themes is built upon in subsequent years of the programme, identifying increasing complexity.

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

Met

R3.7 is met. Programme documentation indicates that effective processes are established to ensure students' individual needs and personal circumstances are given consideration in the allocation of placements. This includes making reasonable adjustments for students with disabilities. There's a section in the MORA called 'about me' which facilitates sharing information regarding individual needs and reasonable adjustments in practice and an inclusive practice learning environment within the department.

The outcome of discussions with students and the programme team at the visit indicates that assistance is provided to students who require additional support. Students tell us about the disability and dyslexia service that is available and of adjustments that can be made. We find students with additional learning needs are supported by the programme lead and personal tutors.

KU and the PLPs have a jointly agreed process for student supervision and assessment in practice which includes the option of additional student referrals to occupational health and reasonable practice adjustment recommendations. The programme team, PLPs and students confirm this at the visit and give examples of consideration for personal circumstances through travel time to practice placement and personal injury.

Evidence provides assurance that the following requirements are met:

3.8 Ensure students experience the range of hours expected of practising

midwives, and

Yes

3.9 Ensure students are supernumerary

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 19 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4: Supervision and assessment

AEIs together with practice learning partners must:

4.1 Ensure that support, supervision, learning opportunities and assessment that

complies with the NMC Standards framework for nursing and midwifery education

4.2 Ensure that support, supervision, learning opportunities and assessment that complies with the NMC Standards for student supervision and assessment

4.3 Ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes

4.4 Provide students with feedback throughout the programme to support their development

4.5 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

4.6 Assess students to confirm proficiency in preparation for professional practice as a midwife

4.7 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

4.8 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

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.

4.1 Ensure that support, supervision, learning opportunities and assessment that complies with the NMC Standards framework for nursing and midwifery education

Met

R4.1 is met. Documentary evidence and the approval process demonstrate that KU and PLPs have robust procedures and policies in place to show how support, supervision and learning opportunities comply with the SFNME.

A process to raise and escalate any concerns is in place for students and practice supervisors and practice assessors in practice learning environments. In addition, the programme team and PLPs describe collaborative reporting and management processes they can use to investigate serious untoward incidents. Both PLPs and students confirm their understanding of processes to use if difficulties are encountered and tell us they feel confident their particular circumstances are taken

into account. Both students and PLPs are able to say what the process for raising and escalating concerns is though neither can identify where the policy is located or how to access it. (Recommendation one)

Academic staff curriculum vitae demonstrate the new curriculum will be 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 programme.

Documentary evidence shows students will be able to achieve the Standards of proficiency for midwives through accessing a variety of practice placements in the partner organisation. There are practice learning experiences in each year of the programme which are designed to facilitate students meeting the care needs of women and their families in a variety of settings.

The MORA details the roles and responsibilities of the practice supervisor, practice assessor and academic assessor which meet the SSSA.

The programme team, PLPs and students tell us module and practice placement evaluations are completed regularly and feedback and actions taken as a result are shared.

4.2 Ensure that support, supervision, learning opportunities and assessment that complies with the NMC Standards for student supervision and assessment

Not Met

R4.2 is not met. The roles of practice supervisors and practice assessors are fully evidenced in the programme documentation and the MORA. The content of the preparation training for practice supervisors, practice assessors and academic assessors is explicit within the SSSA implementation strategy. The SSSA implementation strategy planned more face to face discussion with PLPs but due to the current emergency situation this has not been possible. The programme team tell us PLPs are informed of the potential to move to the MORA and made familiar with the MORA document, but further development work will take place with existing practice supervisors and practice assessors. At the visit, PLPs say they're not familiar with the MORA nor aware of how it is to be used. (Condition two)

PLP managers tell us of their commitment to ensure practice learning staff are released for training and practice assessors and practice supervisors tell us about preparation they're undertaking to carry out these new roles. They express confidence in their ability to support student numbers undertaking this programme.

The programme team tell us the plan in place for academic assessor preparation and allocation. This will ensure a different academic assessor for each part of the

programme. Students say they're aware of the new SSSA roles and responsibilities.

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

Students confirm they're well supported in practice and their specific needs such as health requirements are considered during programme delivery.

The MORA is used to guide and assess students' practice learning and proficiencies and records student achievement and progression.

4.3 Ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes

Met

R4.3 is met. Programme documentation is mapped to the Standards of proficiency for midwives (NMC, 2019) in both theory and practice and to programme outcomes. External examiners review the assessments for quality purposes.

The MORA details and records student achievement of proficiencies in the practice learning environment and progression through each part of the programme. The external examiner visits and reports upon students' practice learning as part of their duties.

4.4 Provide students with feedback throughout the programme to support their development

Met

R4.4 is met. There's documentary evidence that processes are in place to provide students with both formative and summative feedback throughout the programme to support their development in theoretical and practice learning. This is confirmed by the programme team, students and PLPs at the visit. PLPs, SUCs and academic teaching staff contribute to OSCE assessments. Students tell us formative feedback on assessment draft work is provided by module leads in a timely manner.

All module and placement evaluations are completed for each theoretical module and practice placement. Students confirm they're informed of any action taken as a result of their evaluations.

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 completing the forms specifically for feedback on the students providing care. Students are invited to reflect on feedback provided. The MORA records student proficiency achievement. The MORA records meetings between the student, practice supervisors, practice assessor and academic assessor.

Evidence provides assurance that the following requirements are met:

4.5 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

4.6 Assess students to confirm proficiency in preparation for professional practice as a midwife

Yes

4.7 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

4.8 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

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

No

PLPs say they're not familiar with the MORA nor aware of how it is to be used.
(Condition two)

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

No

PLPs say they're not familiar with the MORA nor aware of how it is to be used.
(Condition two)

Outcome

Is the standard met?

Not Met

PLPs say they're not familiar with the MORA nor aware of how it is to be used.

Condition two: The programme team must provide a robust action plan to provide assurance that practice learning staff are adequately prepared for the MORA which will be implemented with the new programme. (SFNME R2.1, R2.4, SSSA R5.1, R5.2, R8.2, R8.4, SPRMP R4.2)

Date: 19 June 2020

Post Event Review

Identify how the condition is met:

Condition two: The programme team have provided a robust action plan in three stages. The implementation of stage one is from July to October 2020 where all practice supervisors and practice assessors working in community areas, maternity wards and delivery suite are identified for specific updates. Resources from the MPAC are to be uploaded to the intranet for access by practice learning staff. Stage two is from mid July to December 2020 with workshops run by the link lecturers both online and moving to face to face. A maternity unit newsletter and information bundle will be provided to education links in the trust. Stage three commences in September 2020 and will be ongoing with monthly updates at trust skills and drills sessions, attendance at senior team meetings and weekly contact in the placement areas from the link lecturers.

Evidence:

Flow diagram action plan MORA, undated

Condition two is met.

Date condition(s) met: 16 July 2020

Revised outcome after condition(s) met:

Met

Condition two is met.

Standard 5: Qualification to be awarded

AEIs together with practice learning partners must:

5.1 Ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level

5.2 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. 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.

Evidence provides assurance that the following requirements are met:

5.1 Ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level

Yes

5.2 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. 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

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

Yes

Outcome

Is the standard met?

Met

Date: 19 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source 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	Yes
Programme specification(s)	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration midwifery programmes (NMC, 2019)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the LME	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	Yes
<p>List additional documentation: NMC KU and PLPs/employer partners annual self-report, 17 December 2019</p> <p>Post visit evidence: Flow diagram action plan MORA, undated Consent to transition to new curriculum responses, undated Midwifery single honours programme specification 2018-19 entry, undated</p>	

Programme specification midwifery BSc (Hons) 2020-21 V2, undated Chair and NMC approval report V6, June 2020
If you stated no above, please provide the reason and mitigation
Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: BSc (Hons) student midwives (three year programme): Year one x two Year two x two Year three x three	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning Virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List CQC report University Hospital of North Midlands NHS Trust, 14 February 2020	
If you stated no above, please provide the reason and mitigation Not required for this visit.	
Additional comments:	

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Issue record

Final Report

Author	Nicola Clark Clementina Aina	Date	30 June 2020
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