

Programme approval report

Section one

Programme provider name:	Anglia Ruskin University
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	Mid and South Essex NHS Foundation Trust East Suffolk and North Essex NHS Foundation Trust The Princess Alexandra Hospital NHS Trust North West Anglia NHS Foundation Trust The Queen Elizabeth Hospital Kings Lynn NHS Foundation Trust Cambridge University Hospitals NHS Foundation Trust Private, voluntary and independent health care providers
Programme reviewed:	Registered Midwife - 18M <input type="checkbox"/> Registered Midwife - 24M <input type="checkbox"/> Registered Midwife - 36M <input checked="" type="checkbox"/> Registered Midwife - degree apprentice <input type="checkbox"/>
Title of programme(s):	BSc (Hons) Midwifery
Academic levels:	
Registered Midwife - 18M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 24M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11

Registered Midwife - 36M	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11								
Registered Midwife - degree apprentice	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11								
Date of approval visit:	16 March 2021								
Programme start date:	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 50%; text-align: center;">Registered Midwife – 18M</td> <td style="width: 50%;"></td> </tr> <tr> <td style="text-align: center;">Registered Midwife – 24 M</td> <td></td> </tr> <tr> <td style="text-align: center;">Registered Midwife – 36 M</td> <td style="text-align: center;">13 September 2021</td> </tr> <tr> <td style="text-align: center;">Registered Midwife – degree apprentice</td> <td></td> </tr> </table>	Registered Midwife – 18M		Registered Midwife – 24 M		Registered Midwife – 36 M	13 September 2021	Registered Midwife – degree apprentice	
Registered Midwife – 18M									
Registered Midwife – 24 M									
Registered Midwife – 36 M	13 September 2021								
Registered Midwife – degree apprentice									
QA visitor(s):	Registrant Visitor: Sheila Brown Lay Visitor: Adrian Mason								

Section two

Summary of review and findings

Anglia Ruskin University (ARU), school of nursing and midwifery (the school) in the faculty of health, social care and education is an established approved educational institution (AEI). ARU present for approval a full-time undergraduate three-year Bachelor of science with Honours (BSc (Hons)) pre-registration midwifery programme leading to professional registration as a qualified registered midwife. The programme has a proposed intake once a year each September. Exit awards are detailed for students who fail to complete all the programme requirements to meet the Nursing and Midwifery Council (NMC) Standards for pre-registration midwifery programmes (SPMP) (MNC, 2019) and the Standards of proficiency for midwives (SPM) (NMC, 2019). Exit awards don't lead to eligibility to register as a midwife with the NMC.

The programme is delivered across the Cambridge, Chelmsford and Peterborough ARU campuses. There's evidence of comparable learning across each campus, students from each campus confirm that there's equitable learning opportunities and access to support and resources.

The programme is adopting the midwifery ongoing record of achievement (MORA) for recording practice and proficiency achievement and assessment. A context document details how the MORA is applied to the programme. The MORA is the product of a collaborative development of the pan-London approach. This has utilised regional stakeholder engagement including all lead midwives for education (LMEs) in England and Northern Ireland and is supported by Health Education England (HEE).

There's evidence of effective partnership working between ARU, students and practice learning partners (PLPs) at both strategic and operational levels. PLPs confirm that Care Quality Commission (CQC) reports are reviewed and discussed at joint meetings. The programme team and PLPs tell us that any issues raised from practice and external reviews are monitored through a systematic and collaborative process to effectively manage any risks to students. Educational audits of practice learning environments are undertaken in partnership by PLPs and ARU to determine suitability. Senior PLP managers confirm agreement to support practice learning opportunities and the implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018).

There's evidence of collaboration and co-production of the proposed midwifery programme between all stakeholders. Students, PLPs and service users (SUs) participation in the design of curriculum content, structure and delivery is evident in programme documentation. SUs tell us that they are not fully involved in ongoing development and evaluation of the midwifery programme. Students, SUs, PLPs

and academic staff participate in the recruitment and selection of students for the midwifery programme.

The visit is undertaken remotely during the COVID-19 pandemic.

Arrangements at programme level don't meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018). Arrangements at programme level meet the SSSA.

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

Two joint NMC and university recommendations are made.

Updated 20 April 2021:

ARU provided additional evidence to meet the joint NMC and university condition, they confirm the university condition is met.

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 to the NMC for approval

Programme is recommended for approval subject to specific conditions being met

Recommended to refuse approval of the programme

Conditions:

Effective partnership working: collaboration, culture, communication and resources:
Condition one: Provide an implementation plan for how SUs are involved in the ongoing development and evaluation of the midwifery programme and how they will be supported in their role to include equality, diversity and inclusivity training. (SFNME R1.12; SPMP R2.4) (NMC and university condition)

Selection, admission and progression:
None identified.

Practice learning:
None identified.

	<p>Assessment, fitness for practice and award: None identified.</p> <p>Education governance: management and quality assurance: Condition two: Revise the course specification form and module definition forms to address outstanding items on the technical report. (University condition)</p>
Date condition(s) to be met:	20 April 2021
Recommendations to enhance the programme delivery:	<p>Recommendation one: Consider strengthening signposting to resources to support practice supervisors and practice assessors in their roles. (SSSA R5.1, R8.2; SPMP R4.2) (NMC and university recommendation)</p> <p>Recommendation two: Consider strengthening the links with women’s advocacy groups. (SFNME R1.12; SPMP R2.4) (NMC and university recommendation)</p>
Focused areas for future monitoring:	SU involvement in delivery, development and evaluation of the programme.

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions: Additional programme documentation provides evidence that the NMC and university condition is met.</p> <p>An implementation plan details the application of the SU strategy to the programme. The plan demonstrates how SUs are involved in the ongoing development and evaluation of the programme. This includes how SUs are supported in their role and that they undertake equality, diversity and inclusivity training. Condition one is met.</p> <p>The AEI provided a programme approval report signed by the chair of the approval panel to confirm the university condition is met.</p>	
AEI Observations	<p>Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>

Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	20 April 2021

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) Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020) QA Handbook (NMC, 2020)
Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: Standards framework for nursing and midwifery education (NMC, 2018) Standard 1: The learning culture: R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working Standard 2: Educational governance and quality: R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders R2.4 comply with NMC Standards for student supervision and assessment

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

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, meeting agendas, minutes and discussion at the approval visit provide evidence of effective partnership working between ARU and key stakeholders. There's an LME in post who's registered with the NMC. The programme team and stakeholders provide assurance of a commitment to ensure robust partnership working in the design, development, co-production, delivery and evaluation of the proposed programme at both strategic and operational levels.

PLPs tell us that partnership working is robust between their organisations and ARU and confirm that they are involved in co-production, co-delivery and evaluation of the programme. Practice learning meetings and discussions at the approval visit provide evidence that ARU work in partnership with five NHS organisations who provide a range of practice learning placements. PLPs tell us about their contribution to the development of the programme through curriculum stakeholder events, practice learning meetings and programme updates. There's

evidence of written placement agreements between ARU and PLPs. Documentary evidence and the approval visit provide evidence that the SSSA is implemented by PLPs. There's evidence of online training for midwives to support supervision and assessment roles. PLPs confirm that they access this through the ARU website practice hub. Practice supervisors and practice assessors provide student feedback to support practice learning and assessment.

There's evidence of the effectiveness of the student voice in the design and development of the proposed programme and the evaluation and development of the current programme. Students tell us that they attend curriculum planning focus groups and events alongside other stakeholders and that the programme team invite them to attend meetings at operational and strategic levels. Students report that they provide programme and practice learning evaluations. They tell us that their views are heard and have impacted on the ongoing development of the midwifery programme.

The school has a SU strategy. Programme specifications, module descriptors and programme information provide examples of SUs contribution to student learning and assessment. SUs tell us that they are valued and appreciated by the programme team and confirm that they provide video vignettes of their experience for inclusion in the programme. The programme team tell us that SU experiences reflect the local population. Theory sessions utilising SU vignettes in the form of a virtual street 'Ruskin Row' enables students to gain an insight into diverse SU backgrounds and experiences. Candidate interview questions are designed in collaboration with SUs. SUs tell us that they aren't involved in the ongoing development and evaluation of the midwifery programme. There's no evidence that SUs receive equality, diversity or inclusivity training, SUs confirm they've not undertaken any specific training to prepare for their role. (Condition one) There's documentary evidence that women's advocacy groups attended curriculum development stakeholder events. Whilst there's SU representation at the approval visit there's no clear advocacy group representation. The programme team are advised to consider how they can further strengthen the links with women's advocacy groups. (Recommendation two)

The programme is adopting the MORA for recording and evidencing student progression and the achievement of assessments in practice. The MORA is the product of a collaborative development by the midwifery practice assessment collaboration (MPAC). This utilises regional stakeholder engagement including all LMEs in England and Northern Ireland and is supported by HEE. SU evaluation is included in student feedback for practice assessment within the MORA.

Programme and student facing documentation evidences the roles of the SSSA. Students tell us that they are well supported in practice learning environments by practice supervisors, practice assessors, academic assessors and practice development teams. Students tell us continuity is supported by practice supervisors and that they work with practice assessors. Students tell us that they

receive feedback from practice supervisors and practice assessors in the current programme practice assessment document (PAD).

The MORA and associated context document outline the assessment and feedback processes, timelines and the related roles and responsibilities of the practice supervisor, practice assessor and academic assessor. This includes how they work together to assess and confirm progression and achievement. Assessment and feedback processes in the MORA, context document and programme documentation demonstrate consideration of students' individual learning needs including reasonable adjustment and support needs. The link tutor role is distinct from the role of academic assessors. Link tutors provide support and updates to students and PLP staff and undertake educational audits of practice learning environments. There's a university education champion for each PLP organisation who works closely with PLPs to ensure there's quality of the learning experience. There's a clear indication of a strong community of learning between PLPs and ARU.

Practice supervisors and practice assessors tell us that they are well prepared in for their roles. ARU has an online practice hub developed in partnership with PLPs. Practice supervisors, practice assessors and PLPs confirm the practice hub provides a central repository for information, training and updates. This will host the programme information including the MORA. Information on the changes to the assessment processes and some specific scenario-based learning (SBL) in relation to the holistic assessment by practice assessors will be facilitated. Midwifery link tutors and the programme team provide virtual, or face-to-face updates in each practice learning environment. Drop-in sessions are also be provided. Programme documentation and the link team confirm that they'll be available in practice learning environments on a weekly basis to support practice supervisors and practice assessors using the MORA.

The programme is delivered across three campuses; documentary evidence, students and the programme team confirm there's parity of delivery and resources to ensure a sound student experience. Each campus has an identified programme leader. Students tell us that they are well supported and are positive about their experiences across the three campuses.

Documentary analysis and the approval visit provide evidence of inter-professional learning (IPL) opportunities with other health professionals. The student handbook and the MORA indicate that practice supervisors are registered health and social care practitioners. Students tell us that they enjoy a range of opportunities to learn and work alongside other professionals and students from other programmes both in theory and in the practice learning environment.

There's robust evidence confirming that governance processes are in place to ensure there's oversight and monitoring of programmes and practice learning environments. The escalation of concerns process is outlined for students in the midwifery programme specific My.Anglia Canvas virtual learning platform and in

student facing documentation. This is available to practitioners on the ARU practice hub. Students tell us that preparation for practice learning includes how to escalate concerns and how they escalate concerns. They confirm that they are aware of how to escalate concerns and that they receive feedback on actions taken. PLPs, practice supervisors and practice assessors tell us that they are familiar with the escalation of concerns processes and how to escalate and action concerns. They confirm that they have access to documentation that detail cause for concern processes.

There's a theory and placement plan for the proposed programme. The midwifery education team and PLPs tell us that the placement plan and range of learning opportunities offered by PLPs supports students to achieve the required programme outcomes. The programme team and students confirm that PLPs offer quality learning support and opportunities in line with NMC requirements.

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**

There's evidence of how SUs are involved in the design, development, delivery of the programme. SUs tell us that they are not involved in the ongoing development and evaluation of the midwifery programme. There's no evidence that they have received, equality, diversity or inclusivity training to prepare them for their role.

Condition one: Provide an implementation plan for how SUs are involved in the ongoing development and evaluation of the midwifery programme and how they will be supported in their role to include equality, diversity and inclusivity training. (SFNME R1.12; SPMP R2.4)

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:

Condition one: An implementation plan details the application of the SU strategy to the programme. The plan demonstrates how SUs are involved in the ongoing development and evaluation of the programme. This includes how SUs are supported in their role and that they undertake equality, diversity and inclusivity training. There will be the introduction of an evaluation tool for SUs to complete following involvement in programme activities. To ensure further involvement, SUs will be invited to staff student liaison committees to contribute to programme evaluation. A SUC support group will further facilitate and support their ongoing contribution to programme development.

Condition one is met.

Evidence:
SUC implementation plan, undated

Date condition(s) met: 20 April 2021

Revised outcome after condition(s) met: MET NOT MET

Student journey through the programme

Standard 1: Selection, admission and progression

AEIs must:

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

AEIs together with practice learning partners must:

- R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
- R1.5 confirm on entry to the programme that students:
 - R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document
 - R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
 - R1.5.3 demonstrate values in accordance with [the Code](#)
 - R1.5.4 have capability to learn behaviours in accordance with the Code
 - R1.5.5 have capability to develop numeracy skills required to meet programme outcomes
 - R1.5.6 can demonstrate proficiency in English language
 - R1.5.7 have capability in literacy to meet programme outcomes
 - R1.5.8 have capability for digital and technological literacy to meet programme outcomes
- R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes
- R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and

when submitting the supporting declaration of health and character in line with the [NMC Guidance of health and character](#). This includes satisfactory occupational health assessments and criminal record checks

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

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

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

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

Proposed transfer of current students to the programme under review

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

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

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

YES NO

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

YES NO

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

YES NO

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

YES NO

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

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

YES NO

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

YES NO

R1.5.3 demonstrate values in accordance with the Code

YES NO

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

YES NO

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

YES NO

R1.5.6 can demonstrate proficiency in English language

YES NO

R1.5.7 have capability in literacy to meet programme outcomes

YES NO

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

YES NO

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

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

MET **NOT MET**

R1.6 is met. Entry requirements in relation to numeracy and literacy are made explicit on the ARU website. Documentary evidence provides assurance that applicants' abilities to engage with digital technology are assessed during the recruitment and selection process. There's established support for students to develop numeracy and literacy skills throughout the programme.

Numeracy is assessed in each year of the programme in both theory and practice with increasing complexity. Students are provided with access to a computer software package to undertake formative and summative assessments requiring 100 percent achievement in a summative assessment in year three.

The proposed programme is delivered through a blended approach utilising digital and technological applications including 'Kahoot' and 'Mentimeter'. Students engage in the programme face-to-face and through virtual and digital platforms with access to learning activities and assessments. The My.Anglia Canvas virtual learning platform provides students with access to teaching materials and collaborative tools to facilitate online shared learning. ARU have wider support services providing students with further assistance with developing literacy and digital and technological literacy to support them to meet programme outcomes.

Evidence provides assurance that the following requirements are met

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

YES **NO**

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

YES **NO**

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

YES **NO**

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

programme complies with Article 40(1)(b) of Directive 2005/36/EC outlined in Annexe 1 of this document.

YES NO

There's 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.

Programme documentation and the programme team tell us that existing students won't transfer from the current programme and will complete the current programme. Students who interrupt their studies will join the proposed programme. Mapping of the current programme learning outcomes will be undertaken against the proposed programme learning outcomes as part of an intermission planning process. This will clarify at what point they can return to ensure completion of proficiencies and without compromising the quality of their education. The current PAD will be mapped against the MORA and achievements identified within defined progression points. This will be undertaken by the programme leader in consultation with the LME. Students will have a bespoke plan for their return to the programme. Documentary evidence and discussion at the approval visit confirms that September 2020 students who interrupted will return to start year one with the September 2021 cohort to ensure that there's cohesion with the cohort and readiness for practice learning given that they have not undertaken practice learning prior to interruption of their studies.

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

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

Documentary evidence and the approval visit confirms that the SSSA is implemented and current students have transferred to the SSSA. Practice supervisors, practice assessors and academic assessors are prepared for their roles. Students confirm that they've been provided with information and understand the SSSA. They tell us that there's clear benefits with SSSA in terms of enabling them to work with and learn from a variety of professionals. Supporting information is available for practice supervisors and practice assessors to support their roles through the ARU practice hub. PLPs and students confirm that students are allocated appropriately to practice supervisors and practice assessors.

There's evidence and confirmation at the approval visit of planned sessions to educate and prepare practice supervisors and practice assessors to use the MORA.

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met	
YES	<input checked="" type="checkbox"/>
NO	<input type="checkbox"/>
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 16 March 2021	
Post event review	
Identify how the condition(s) is met: N/A	
Date condition(s) met: N/A	
Revised outcome after condition(s) met: N/A	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>

Standard 2: Curriculum
AEIs together with practice learning partners must:
R2.1 ensure programmes comply with the <i>NMC Standards framework for nursing and midwifery education</i>
R2.2 comply with the <i>NMC Standards for student supervision and assessment</i>
R2.3 ensure that programme learning outcomes reflect the <i>NMC Standards of proficiency for midwives</i>
R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes
R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice
R2.7 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required
R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies, and
R2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, and comply with Article 40 (1) and satisfy Article 41(1) of Directive 2005/36/EC (see Annexe 1) by meeting the following criteria:
R2.9.1 full time education and training as a midwife is a minimum of three years and 4,600 hours, or

R2.9.2 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of two years and 3,600 hours, or
 R2.9.3 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

R2.1 ensure programmes comply with the NMC [Standards framework for nursing and midwifery education](#) YES NO

R2.2 comply with the NMC [Standards for student supervision and assessment](#) YES NO

R2.3 ensure that programme learning outcomes reflect relevant *Standards of proficiency for midwives* YES NO

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

R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes MET NOT MET

R2.4 is not met. SUs confirm that they attended a stakeholder event and programme meetings and contributed to the design and development of the proposed programme. SUs tell us that they record vignettes of their experiences to support student learning and are invited to support the delivery of the proposed programme. There's evidence of how SUs are involved in the design, development, delivery of the programme. SUs tell us that they aren't involved in the ongoing development and evaluation of the midwifery programme. There's no evidence that SUs receive equality, diversity or inclusivity training, SUs confirm they've not undertaken any specific training to prepare for their role. (Condition one)

There's documentary evidence that women's advocacy groups attended curriculum development stakeholder events. Whilst there's SU representation at

the approval visit there's no advocacy group representation. The programme team are advised to consider how they can further strengthen the links with women's advocacy groups. (Recommendation two)

Evidence provides assurance that the following requirements are met

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

YES NO N/A

The programme is 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.

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. There's documentary evidence confirmed at the approval visit by students, the programme team and PLPs that the proposed programme is designed and delivered to support students to meet the SPM. Programme documentation confirms and the programme team, PLPs and students tell us that they access a range of learning experiences in practice learning environments.

Exposure includes continuity of carer and full systematic physical examination of the newborn. Experiences span the childbirth continuum covering antenatal, intrapartum and postnatal care in inpatient and community settings in both midwifery-led and consultant-led care contexts. Examples include working in community midwifery teams and in midwifery led care units.

Students are allocated to one PLP organisation for the duration of the programme. Students indicate their placement area preferences during the recruitment and selection process and where possible are offered their first choice of practice placement. Students confirm that they experience a range of practice learning opportunities in their allocated practice learning environments. There's the opportunity for students to use elective placements to explore care provision in a variety of alternative PLP areas, including international settings. Observational elective placements are planned and managed by students through external organisations with guidance from the programme team and the LME. The programme team tell us that this opportunity compliments and diversifies student learning and ongoing exposure to midwifery practice across the programme.

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

MET **NOT MET**

R2.7 is met. Documentary evidence confirms that learning is supported by technology enhanced and simulated learning opportunities and assessments. This is used effectively and proportionately and for clinical circumstances that occur infrequently. Domain six of the SPM is mapped against programme content and outlined in the MORA to facilitate and ensure student assessment and achievement of the SPM.

The programme team outline immersive simulated IPL opportunities including SBL utilising the virtual street 'Ruskin Row' that links to an IPL module. SBL aims to link theory to practice introducing real life experiences from SUs. SBL from 'Ruskin Row' supports students to develop skills in community profiling, consideration of diversity and inclusivity and working as a member of the multidisciplinary team when planning and implementing individual care plans for women and families. Students tell us that they are provided with a variety of opportunities to learn alongside other students on health and social care programmes.

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

MET **NOT MET**

R2.8 is met. Documentary evidence confirms that the design of the proposed programme provides an equal balance of 50 percent theory and 50 percent practice learning. Programme documentation details a range of appropriate teaching and learning strategies including SBL, simulated clinical skills, lectures and e-learning. Practice learning is recorded in the MORA.

The student handbook states that students will submit timesheets online through placements online; this is confirmed by students at the approval visit. Information in the student handbook confirms that students are required to make up missed theory hours. They're required to use the student ID card to electronically register attendance via a 'TAP in' system in classrooms within ten minutes of the start of a session. Attendance records are held centrally and can be checked by the module tutor. If students are unable to attend a theory session, they're required to provide evidence of engagement with learning by providing a summary or reflection of the session. Lectures are recorded and students can access these at a later stage. Catch up sessions for all mandatory skills sessions missed are provided. ARU has a student engagement dashboard that monitors student engagement with Canvas, the library and theory sessions.

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:

<p>R2.9.1 full time education and training as a midwife is a minimum of three years and 4,600 hours,</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>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</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>There's no shortened programme.</p> <p>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.</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>There's no shortened programme.</p>
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>There's evidence of how SUs are involved in the design, development and delivery of the programme. SUs tell us that they are not involved in the ongoing development and evaluation of the midwifery programme. There's no evidence that they have received, equality, diversity or inclusivity training to prepare them for their role. (Condition one)</p> <p>Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p> <p>Is the standard met? MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/></p> <p>There's evidence of how SUs are involved in the design, development and delivery of the programme. SUs tell us that they are not involved in the ongoing development and evaluation of the midwifery programme. There's no evidence that they have received, equality, diversity or inclusivity training to prepare them for their role.</p> <p>Condition one: Provide an implementation plan for how SUs are involved in the ongoing development and evaluation of the midwifery programme and how they will be supported in their role to include equality, diversity and inclusivity training. (SFNME R1.12; SPMP R2.4)</p> <p>Date: 16 March 2021</p>

Post event review

Identify how the condition(s) is met:

Condition one: An implementation plan details the application of the SU strategy to the programme. The plan demonstrates how SUs are involved in the ongoing development and evaluation of the programme. This includes how SUs are supported in their role and that they undertake equality, diversity and inclusivity training. There will be the introduction of an evaluation tool for SUs to complete following involvement in programme activities. To ensure further involvement SUs will be invited to staff student liaison committees to contribute to programme evaluation. A SUC support group will further facilitate and support their ongoing contribution to programme development.

Condition one is met.

Evidence:

SUC implementation plan, undated

Date condition(s): 20 April 2021

Revised outcome after condition(s) met:

MET **NOT MET**

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. There's documentary evidence of practice learning opportunities that enable students to develop and meet the SPM. Domains one to six of the SPM are mapped within programme documentation. Skills detailed in domain six are evidenced within the MORA outlining the proficiencies that students must meet to successfully complete the programme. Discussion at the approval visit with students and PLPs confirm that practice learning environments provide students with the required learning opportunities to develop and meet the programme requirements.

There are three practice modules in the proposed programme. There's two formative and one summative holistic assessment assessed as pass or fail for each of the practice modules. Students must achieve all the required components of the MORA for each part of the programme in order to progress and successfully meet the SPM. Student who don't successfully achieve any practice assessment are provided with the opportunity for a four-week reassessment period at the end of year one and two. There's no further opportunity for retrieval of this assessment should a student fail at second attempt. The MORA forms a record of student learning experiences across all practice learning experiences including any complementary placements or elective experiences.

The programme team and PLPs describe how they work collaboratively to optimise student practice learning to ensure that they access the required learning opportunities to meet the programme outcomes. Students confirm that they are well supported by the programme team, practice supervisors, practice assessors, academic assessors and the wider teams in each practice learning environment.

Educational audits of practice learning environments are undertaken by the link team and the overall quality assurance is monitored by the heads of the school. PLPs tell us that they're aware of the frequency of educational audits which are undertaken every 21 months and that action plans are part of the educational audit process. CQC reports are reviewed and discussed at practice learning meetings by the programme team and PLP service leads, any issues or concerns indicating a need for action are addressed and acted upon in a collaborative way.

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. There's documentary evidence and students tell us that practice learning opportunities provide exposure to the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families. Students develop skills and knowledge related to the systematic examination of the newborn throughout the programme with documentation of achievement in the MORA. Achievement of these proficiencies are supervised, assessed and documented in the MORA by a practitioner suitably qualified to undertake systematic examination of the newborn. PLPs confirm that there's sufficient support in practice learning environments for students to be supervised and assessed for this area of midwifery practice.

Students and PLPs confirm that students are supernumerary in practice and are supported to access the required learning experiences to meet programme outcomes. The programme team tell us that all students are linked to one community midwifery team for the duration of the programme. They are allocated placement opportunities in the community in each year, that provides opportunities for students to follow a small caseload of women throughout the programme.

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 programme team describe how IPL theory is facilitated through the virtual street 'Ruskin Row' and an associated IPL education module. Students learn alongside nursing and paramedic students undertaking this module.

Documentary evidence, students, the programme team and PLPs tell us that there's learning opportunities within practice learning environments to enable students to achieve the proficiencies related to interdisciplinary and multiagency working. Students provide examples of how they work with other professionals in maternity care placements and in short placements including gynaecology and special care baby units. The record of complimentary experiences section in the MORA provides students with a record to reflect on any IPL opportunities undertaken and to self-evaluate and reflect on these inter-professional practice learning experiences.

Applicants to the programme are provided with information about each PLP organisation at programme open days and selection days. Students are allocated to one PLP organisation and remain in that organisation for the three-year duration of the programme. Students are provided with a PLP induction and given specific organisational information at this point. Six weeks prior to undertaking practice learning students access the specific placement allocation through a placements online system. This provides students with specific information including who the

placement nominated person is. A description of the practice learning environment and learning opportunities available are provided including information such as placement shift patterns.

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 confirms that continuity of midwifery carer is embedded throughout the programme. Students are introduced in the foundations of midwifery practice module to the different models of care within midwifery practice in year one of the programme. Students and PLPs tell us that there are learning opportunities that enable the achievement of the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants. The placement planner details when in the programme students are allocated to continuity of care teams. This learning opportunity enables students to follow women who access a variety of care across the continuum. The MORA sets out the progression points and expectations for learning and requires students to demonstrate and achieve the related proficiencies.

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. Documentary evidence and discussion at the approval visit confirm that students are supported to access learning opportunities that enable them to experience midwifery care for a diverse population across a range of settings, including midwifery led services. Within PLP localities students are able to experience a range of learning opportunities for midwifery care, for a diverse population, in areas including home births, birthing units including stand-alone birthing units, delivery suites caring for women with complex needs and a variety of inpatient and outpatient services. To ensure further support to learning, students have access the 'Ruskin Row' simulated street which identifies and introduces different families with different social, cultural, and economic backgrounds. This supports students to explore how cultural inequalities and diversity within populations and the range of settings in which women and families access care. The MORA requires students to document and consider respect and professional understanding when providing individualised care to women and families.

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. There's documentary evidence that students are enabled to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complications and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual factors.

The MORA is designed to document student ongoing developing knowledge and understanding when caring for women and newborn infants when complications and additional care needs arise including as they relate to physical, psychological, social, cultural and spiritual factors. The programme is designed to facilitate students to develop knowledge, incrementally increasing in complexity across the three-year programme. For example, in year one students learn about normal physiological processes with the introduction of additional care requirements in year two resulting in the achievement of the SPM by the end of year three.

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. Documentary evidence and the approval visit confirm that student individual need and personal circumstance are taken into account when allocating practice learning opportunities. This includes making reasonable adjustments for students with disabilities. There's a section in the MORA that enables students to document and share details about their individual needs and requirements to facilitate reasonable adjustments being made. Programme documentation confirms there's established processes in place to ensure that student individual need and personal circumstance are given consideration in the allocation of practice learning environments. The programme team tell us that during the recruitment and selection process candidates select their first and second choice of practice learning experiences.

On entry to the programme students self-identify learning needs that require any reasonable adjustments. A practice learning statement of reasonable adjustment document is completed to identify additional support required for individual students. This can include being assigned to a member of the link team in the practice learning environment. The student handbook clearly signposts students to support services available within ARU.

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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 16 March 2021		
Post event review		
Identify how the condition(s) is met		
N/A		
Date condition(s):		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Standard 4: Supervision and assessment

AEIs together with practice learning partners must:

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

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Documentary evidence and the approval visit confirm that ARU and PLPs have procedures and policies in place to support supervision and learning opportunities in line with the SFNME. The programme team tell us that the learning culture is of primary consideration and central to the curricula is public protection. Students are educated about the importance of being open and honest with people in accordance with the Code. ARU have a number of strategic and operational processes that ensure students are suitably supervised and supported throughout the programme.

ARU's educational processes are governed by the quality assurance and enhancement policy in conjunction with the senate codes of practice (SCoP). External examiners are appointed in accordance with the SCoP. Documentary evidence confirms that the midwifery external examiner is a live registrant identifying midwifery as their area of practice.

The student staff liaison committee meetings provide further governance for the midwifery programme. The importance of working with PLPs and SUs strategically and operationally is evidenced through practice learning meetings, meetings with SUs and the supportive practice infrastructure demonstrating a shared approach to quality practice learning.

There's documentary evidence that students are provided with programme information via the 'My Anglia' Canvas site and the student programme handbook. Documentary evidence and the programme team confirm that the curriculum integrates theory and practice with progression points at the end of each part of the programme. Students are prepared for theory and practice through induction in ARU and in practice learning environments. They experience a wide range of teaching, learning and assessment strategies in both practice and classroom settings, with digital learning a key feature. Lectures, SBL sessions, skills sessions and online learning provide a variety of approaches to teaching and learning. SUs, practice supervisors, practice assessors and academic assessors contribute to student learning and assessment evidenced in the MORA.

Students are supported in theory learning by programme leaders across each campus and a personal tutor system. There's evidence of a robust range of student services including disability support teams and student mental health and

well-being teams. Students are supported to build resilience throughout the programme. To support inclusivity materials are available in advance in the My Anglia Canvas virtual learning platform to ensure that students have the opportunity to review these prior to attending classroom sessions.

Academic staff curriculum vitae demonstrates the programme is delivered by suitably qualified educators. Documentary evidence indicates that there are sufficiently prepared practice supervisors, practice assessors and academic assessors to fully support the supervision and assessment of students in practice learning environments. Academic assessors work in partnership with practice assessors and students. They meet with students and practice assessors at the end of each placement to review progress towards achievement and support further development.

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

MET **NOT MET**

R4.2 is met. Documentary evidence and the approval visit confirm that support, supervision and assessment and the provision of learning opportunities complies with the SSSA. Student achievement and progression in practice are recorded in the MORA. Ongoing achievement is recorded in the MORA. The roles and responsibilities of practice assessors, practice supervisors and academic assessors are clearly detailed in the MORA and in student and practice supervisor and practice assessor facing documentation. Students confirm that they understand the respective roles. Nominated practice assessors are assigned to students in each year of the programme.

PLP representatives confirm that arrangements are in place to ensure all placement learning opportunities meet NMC standards. Education champions support practice learning environments and act as key communication links between PLPs and ARU. Link teams provide support to students; they support practice supervisors and practice assessors ensuring any concerns about student performance is effectively and promptly addressed. Academic assessors track student, practice assessor and practice supervisor supervision and feedback provided in practice learning environments. Practice supervisors provide ongoing feedback to students. Practice assessors and academic assessors review student progression towards achievement of the SPM in each year of the programme. The process of communication and engagement between SSSA roles is outlined in the MORA including confirmation of achievement of the SPM by the academic assessor. There are robust processes in place to ensure joint agreement about student competence for each part of the programme. Academic assessors confirm agreement with practice assessors that students have met the proficiencies and programme outcomes. SUs contribute to student practice assessment by providing feedback in the MORA.

Documentary evidence and the approval visit provides assurance that SSSA preparation is implemented across PLP organisations. The preparation of practice assessors, practice supervisors and academic assessors is detailed in the programme documentation. PLPs, practice supervisors and practice assessors confirm that they are fully prepared for and clear about their roles. They confirm that the SSSA is embedded within practice and that they fully understand the associated roles. Academic assessor roles are supported as part of the implementation of the SSSA. Preparation for the role includes yearly updates; ongoing staff development is supported by ARU and monitored through annual appraisals.

Some students tell us that they feel, in their experience that some practice supervisors and practice assessors don't always appear fully conversant with the SSSA. Whilst there's assurance that the SSSA is embedded and understood by practice supervisors and practice assessors the programme team are advised to consider how they could further strengthen signposting to resources to support practice supervisors and practice assessors in their roles. (Recommendation one)

Programme documentation and the programme team tell us that a system of peer coaching will be implemented in the proposed programme. Students in the final year of the programme will be prepared for the opportunity to peer coach a junior colleague or student in the clinical skills laboratory and in the practice learning environment. The ability to share knowledge through the teaching and support of learning prepares students to understand the importance of the registered midwife's role in promoting support for learners. It's anticipated that this strategy supports the development and preparation for a future practice supervisor role.

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

MET **NOT MET**

R4.3 is met. Programme documentation and discussion at the approval visit confirm that students meet the SPM and the programme outcomes. Programme documentation clearly demonstrates that theory and practice is mapped against the SPM and programme outcomes. There's clear evidence that students are supported to achieve the programme outcomes and the SPM.

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

MET **NOT MET**

R4.4 is met. Documentary evidence and the approval visit confirm there are processes in place to provide students with formative and summative feedback throughout the programme, supporting their development and progression. The teaching and learning strategy emphasise the importance of formative feedback to support students to progress towards achievement of the programme. Students have access to a range of supportive mechanisms to support their development.

Personal development tutor meetings prepare students for summative assessments, link teams provide practice support and SU feedback in the MORA supports progression towards practice assessment.

The MORA requires ongoing feedback from practice supervisors that supports and informs the development of progression towards achievement of the proficiencies. Practice assessors record in the MORA that the programme outcomes and proficiencies are met and confirmed by academic assessors.

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: 16 March 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 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's no fall back award that leads to registration as a midwife.

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 16 March 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</i> (NMC, 2018) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration midwifery programmes</i> (NMC, 2019) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the LME	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions, including a signed agreement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route is not presented for approval.		
List additional documentation: Post visit evidence: Implementation plan, undated Programme approval report, signed by the chair of the approval panel, 8 April 2021		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Pre-registration midwifery, year one, x two Pre-registration midwifery, year two, x five Pre-registration midwifery, year three, x three		
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 presented for approval.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: CQC, quality report, East Suffolk and North Essex NHS Foundation Trust, 8 January 2020 CQC, quality report, Mid Essex Hospital Services NHS Trust, 6 March 2020 CQC, quality report, Southend University Hospital NHS Foundation Trust, 6 March 2020 CQC, quality report, The Princess Alexandra Hospital NHS Trust, 31 July 2019 CQC, quality report, West Suffolk NHS Foundation Trust, 30 January 2020		
If you stated no above, please provide the reason and mitigation: ARU is an established AEI and visits to facilities weren't needed.		
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):	Sheila Brown	Date:	25 March 2021
Checked by:	Bernadette Martin	Date:	8 April 2021
Submitted by:	Lucy Percival	Date:	18 May 2021
Approved by:	Leeann Greer	Date:	18 May 2021

