

Programme approval report

Section one

Programme provider name:	University of Northampton
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	Northampton General Hospital NHS Trust Milton Keynes University Hospital NHS Foundation Trust Kettering General Hospital NHS Foundation Trust
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%;"> <tr> <td style="width: 70%;">Registered Midwife – 18M</td> <td>N/A</td> </tr> <tr> <td>Registered Midwife – 24 M</td> <td>N/A</td> </tr> <tr> <td>Registered Midwife – 36 M</td> <td>12 September 2021</td> </tr> <tr> <td>Registered Midwife – degree apprentice</td> <td>N/A</td> </tr> </table>	Registered Midwife – 18M	N/A	Registered Midwife – 24 M	N/A	Registered Midwife – 36 M	12 September 2021	Registered Midwife – degree apprentice	N/A
Registered Midwife – 18M	N/A								
Registered Midwife – 24 M	N/A								
Registered Midwife – 36 M	12 September 2021								
Registered Midwife – degree apprentice	N/A								
QA visitor(s):	Registrant Visitor: Angela Poat Lay Visitor: Philip Stephenson								

Section two

Summary of review and findings

The University of Northampton (UoN) is an established NMC approved education institution (AEI) and provider of midwifery education. The faculty of health, education and society (the faculty) seek approval for the three year, full-time BSc (Hons) midwifery with NMC registration as a midwife. Programme outcomes are at level six and designed to meet the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and the Standards of proficiency for midwives (SPM) (NMC, 2019).

The programme's delivered in partnership with Northampton General Hospital NHS Trust, Milton Keynes University Hospital NHS Foundation Trust and Kettering General Hospital NHS Foundation Trust. There's a well-established working relationship and communication with practice learning partners (PLPs). Students are allocated to one of the three NHS Trusts and this becomes their base for practice placements for the duration of their studies.

UoN plan a total of 75-90 midwifery students annually, divided between three cohorts in September, January and April. The faculty are increasing the number of students being recruited in response to midwifery workforce needs. The UoN and PLPs senior management assure us that there are available resources to support this. They're committed to widening participation and are promoting the selection, admission and progression of underrepresented groups to the programme.

Programme documentation and the visit demonstrates clear co-production in the design, delivery and evaluation of the programme. PLPs, students and service users and carers (SUC) all confirm they're involved in programme design and development. They tell us they've had a number of opportunities to contribute to this and recognise that their contributions are listened to and valued. PLPs and SUC confirm they're involved in student recruitment and in learning and teaching activities.

UoN use an active blended learning (ABL) strategy to underpin programme design. The Northampton integrated learning environment (NILE) is used as the integral tool for supporting the blended learning approach. There's an expectation of active engagement by students who are required to access NILE frequently whilst in university and once a week whilst on placement.

UoN is a member of the PAN-Midlands, Yorkshire and East of England Practice Learning Group (MYEPLG) and work collaboratively with other AEIs and NHS partners in developing practice learning processes that comply with the NMC Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and Standards for student supervision and assessment (SSSA) (NMC, 2018). They've adopted the PAN England and Northern Ireland midwifery ongoing record

of achievement (MORA) document, developed by midwifery practice assessment collaboration (MPAC), for the BSc (Hons) Midwifery programme. The UoN midwifery team are members of the midlands regional e-MORA group and work with PLPs to provide training and education on the MORA and e-MORA.

Documentary evidence and the approval visit confirm that the programme team and PLPs work collaboratively to address concerns raised in external system regulator reports. They ensure that action plans are agreed and implemented to mitigate any risks to NMC standards and the student learning experience.

This visit is made remotely under COVID-19 restrictions.

The SSSA are met at programme level.

The SFNME aren't met at programme level as a condition applies.

The programme is recommended to the NMC for approval subject to one joint NMC and university condition being met. The university also makes one recommendation.

Updated 10 May 2021:

The AEI has provided evidence to demonstrate that the condition is met. The AEI have confirmed that the condition is 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 <input type="checkbox"/>
	Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/>
	Recommended to refuse approval of the programme <input type="checkbox"/>

Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources: Condition one: Provide specific guidance to students, practice supervisors, practice assessors and academic assessors on UoN expectations of proficiencies to undertake for each progression point of the programme. (SFNME R3.2; SPMP R2.1) (Joint NMC and university condition)</p> <p>Selection, admission and progression: None identified.</p>
--------------------	--

	<p>Practice learning: None identified.</p> <p>Assessment, fitness for practice and award: None identified.</p> <p>Education governance: management and quality assurance None identified.</p>
Date condition(s) to be met:	30 April 2021
Recommendations to enhance the programme delivery:	Recommendation one: The programme team, in liaison with all stakeholders, to keep under review its capacity to offer enough placements of the appropriate quality for the volume of students expected over the next three years. (University recommendation)
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>The programme team has provided a MORA UoN context document for the programme which details specific guidance on the proficiencies students are expected to undertake for each progression point of the programmes. This includes clear information about the roles of the practice supervisor, practice assessor and academic assessor in the process.</p> <p>The AEI has confirmed that the joint condition is met.</p> <p>Condition one is now met.</p>	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	

Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/>
	Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	10 May 2021

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p>Standards for pre-registration midwifery programmes (NMC, 2019)</p> <p>The Future midwife: Standards of proficiency for registered midwives (NMC, 2019)</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standards for student supervision and assessment (NMC, 2018)</p> <p>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018)</p> <p>Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020)</p> <p>QA Handbook (NMC, 2020)</p>

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

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.

There's evidence of effective partnership working between the programme team and key stakeholders. Documentary analysis demonstrates the programme team's commitment to work with stakeholders to co-produce, deliver and continually enhance the programme. All stakeholders confirm this at the approval visit.

Overall there are governance structures and relationships between UoN and PLPs for programme review such as a signed partnership agreement, senior strategic meetings and involvement of lead midwife for education (LME) in midwifery decisions. At an operational level there are processes to ensure regular communication with PLPs and the LME in relation to programme issues which may affect student experience and learning.

PLPs feel well supported by the university and tell us that the effective partnerships with the university enable the governance of student learning. They confirm there are sufficient practice supervisors, practice assessors and practice placements to support student learning. PLPs tell us they monitor the number of available placements and capacity of practice supervisors and practice assessors on a regular basis.

PLPs and university placement agreements are in place to support the midwifery programme and provide clarity regarding the available number of placements, practice supervisors and practice assessors to support students. They tell us that students are allocated to one of the three NHS Trusts. This builds a positive student relationship, provides students with a full range of diverse and relevant experiences over the three years. They confirm that the implementation of the SSSA is enabling good support to the students through the practice supervisor and practice assessor roles. They confirm that they participate in learning and teaching as well as the recruitment and selection process.

Documentation and the approval visit confirm students are encouraged to contribute to programme development through various platforms, such as, programme drop-in sessions, timetabled cohort personal tutor sessions, module evaluations, midwifery staff and student liaison committee meetings and practice learning partner education meetings. Every cohort elects a student advocate from each PLP host site at the start of an academic year to formally support the feedback and feed forward process. Students are also involved in the recruitment process.

UoN is fully committed to the active involvement of SUC through the patient and public involvement group (PPIG). Documentation and evidence from the approval visit confirms SUC are actively involved in the design and development of the curriculum and contribute to a range of learning and teaching activities in the midwifery programme. They're active participants in the recruitment and selection process which uses multiple mini-interviews (MMI). The group is made up of SUC members together with academic staff from the faculty and SUC tell us they're part of this group and feel valued as equal partners. They're on interview and selection panels for prospective students and feel well prepared and supported in this role. The SUC also tell us how they're involved in teaching on the programme and of plans for their future involvement.

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

MET **NOT MET**

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

MET **NOT MET**

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

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

Student journey through the programme
Standard 1: Selection, admission and progression
<p>AEIs must:</p> <p>R1.1 appoint a <u>lead midwife for education</u> who is responsible for midwifery education in the AEI</p> <p>R1.2 inform the NMC of the name of the lead midwife for education</p> <p>R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes</p> <p>AEIs together with practice learning partners must:</p> <p>R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education</p> <p>R1.5 confirm on entry to the programme that students:</p> <p>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</p> <p>R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife</p> <p>R1.5.3 demonstrate values in accordance with the Code</p> <p>R1.5.4 have capability to learn behaviours in accordance with the Code</p> <p>R1.5.5 have capability to develop numeracy skills required to meet programme outcomes</p> <p>R1.5.6 can demonstrate proficiency in English language</p> <p>R1.5.7 have capability in literacy to meet programme outcomes</p> <p>R1.5.8 have capability for digital and technological literacy to meet programme outcomes</p> <p>R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes</p> <p>R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC Guidance of health and character. This includes satisfactory occupational health assessments and criminal record checks</p> <p>R1.8 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</p>

R1.9 ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and
 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 Annex 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. There's documentary evidence and students tell us they are well supported throughout the programme to develop their abilities in numeracy, literacy and digital technology. PLPs tell us they notice a significant development of these skills over the three-year programme as students grow in confidence in these areas.

A variety of learning opportunities and assessments offer students the opportunity to enhance digital and technological literacy on the programme. The e-MORA reflects programme outcomes and is mapped to digital and technological

competencies. Students complete the e-MORA via established e-portfolio software and there are digitally uploaded assessments and presentations.

Online software is used for developing numeracy and medicines calculation skills in each year of the programme, with 100 percent pass required in year three for completion of the programme. Students are supported by practice supervisors and assessors to develop numeracy skills through medicine management within clinical settings.

The assessment strategy for the programme includes literacy work throughout the three-year programme with essays, research critiques and dissertations. Students are offered feedback and support to develop their academic writing skills. A dedicated academic health librarian supports students on the programme and provides individual tutorials as required. The additional student support and inclusion services team (ASSIST) provide support for students with additional or alternative needs to develop and achieve their full potential.

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 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 pre-registration midwifery programme being approved.

Proposed transfer of current students to the programme under review

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

The UoN confirm there are no current students transferring to the BSc (Hons) Midwifery and the SPMP (NMC, 2019) and SPM (NMC, 2019). There's a change to semester based delivery and current students will remain on the existing programme. The programme team tell us there's been a consultation process with students as part of the decision making process.

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

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

All midwifery students are transferred to the SSSA following a programme major modification approved on 10 September 2019.

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 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 NOT MET

Standard 2: Curriculum

AEIs together with practice learning partners must:

R2.1 ensure programmes comply with the *NMC Standards framework for nursing and midwifery education*

R2.2 comply with the *NMC Standards for student supervision and assessment*

- R2.3 ensure that programme learning outcomes reflect the *NMC Standards of proficiency for midwives*
- R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes
- R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice
- R2.7 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required
- R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies, and
- R2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, and comply with Article 40 (1) and satisfy Article 41(1) of Directive 2005/36/EC (see Annexe 1) by meeting the following criteria:
 - R2.5.1 full time education and training as a midwife is a minimum of three years and 4,600 hours, or
 - R2.5.2 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
 - R2.5.3 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

R2.1 is not met. Discussion at the approval visit and documentation supporting the local implementation of the e-MORA doesn't provide assurance that there's clear and accurate information about which proficiencies in the e-MORA must be completed at each stage of the programme. This information must be made clear for students, practice supervisors, practice assessors and academic assessors to ensure successful student progression through the programmes. This uncertainty could result in students not making timely progress through the programmes. (Condition one)

R2.2 comply with the NMC [Standards for student supervision and assessment](#)

YES NO

R2.3 ensure that programme learning outcomes reflect relevant *Standards of proficiency for midwives*

YES NO

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

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

MET NOT MET

R2.4 is met. Documentary evidence and discussions at the approval visit clearly confirm that service users and advocacy groups are involved in the design, development, delivery and evaluation of the programme. The faculty has a patient and public involvement (PPI) strategy to ensure service users play an integral role in its programmes.

Service users include those from maternity voices partnerships and those accessing maternity services including individuals working at the university. UoN has established links with advocacy groups who support women and families accessing maternity services. They also provide expertise to enhance learning and teaching opportunities, for example Jehovah's witness advocacy group who teach the principles of cell salvage, stillbirth and neonatal death (SANDS) charity supporting bereaved parents and support groups for women affected by female genital mutilation.

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 isn't delivered in Wales.

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. Documentary analysis and discussions with the programme team and PLPs at the approval visit confirm the design and delivery of the BSc (Hons) midwifery programme supports students by providing relevant and ongoing exposure to midwifery practice. There are theory and practice modules sequenced in the programme to enable the development, integration and application of midwifery knowledge and skills to midwifery practice. PLPs provide opportunities that are structured across a breadth of clinical placements within maternity services as evidenced on the programme plan. Student midwives are placed within a variety of clinical placements so they've opportunities to participate in antenatal, intrapartum, postnatal and neonatal care in acute and community settings.

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. Documentation and discussion at the approval visit with the programme team, PLPs and students confirm that technology-enhanced and simulated learning is embedded within the university's learning and teaching ABL strategy. To support the development of digital capabilities, a series of electronic activities (e-tivities) are designed to support students in developing digital skills to support their academic and placement learning.

Student facing documentation demonstrates how clinical simulation, skills development and technology enhanced learning is planned in all years of the programme to complement the practice placement experience in the midwifery clinical skills lab or other health skills labs. Midwifery specific e-platforms for practice and skills development are also used to support digital capability and technological literacy learning in the programme.

The faculty has a suite of skills areas including a designated midwifery skills lab with specialist equipment. Simulated clinical skills sessions are timetabled within modules to complement practice and are assessed and evidenced within the e-MORA.

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 and discussion at the approval visit confirms that the programme provides an equal balance of 50 percent theory and 50 percent practice learning. There's a variety of learning and teaching strategies such as lectures, scenario based clinical skills practice, discussion and workshops.

Evidence provides assurance that the following requirements are met

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

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

YES NO

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

YES NO

A pre-registration shortened two year midwifery programme isn't proposed.

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

YES NO

An 18-month pre-registration midwifery programme isn't proposed.

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

YES NO

Discussion at the approval visit and documentation supporting the local implementation of the e-MORA doesn't provide assurance of clear and accurate information for students, practice supervisors and practice and academic assessors. Specific detail is required as to which proficiencies in the e-MORA must be completed at each stage of the programme enabling students' successful progression through the programme. (Condition one)

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to assessment are met

YES NO

Outcome

Is the standard met?

MET NOT MET

Discussion at the approval visit and documentation supporting the local implementation of the e-MORA doesn't provide assurance of clear and accurate

information for students, practice supervisors and practice and academic assessors. Specific detail is required of which proficiencies in the e-MORA must be completed at each stage of the programme and enabling students' successful progression through the programme.

Condition one: Provide specific guidance to students, practice supervisors, practice assessors and academic assessors on UoN expectations of proficiencies to undertake for each progression point of the programmes. (SFNME R3.2; SPMP R2.1) (Joint NMC and university condition)

Date: 16 March 2021

Post event review

Identify how the condition(s) is met:

The MORA context document provides specific guidance and mapping to the proficiencies students will undertake for each progression point of the programmes. The roles of practice supervisors, practice assessors and academic assessors in the process are clearly detailed in the documents.

Evidence:

MORA UoN context document - response to condition, March 2021

Date condition(s): 10 May 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. Documentary evidence and the approval visit confirmed practice learning opportunities are planned into the programme to enable students to develop and meet the SPM.

Practice learning opportunities provide a breadth of clinical placements within maternity services and are evidenced in the midwifery placement allocation plan. Student midwives are offered opportunities in antenatal, intrapartum, postnatal and neonatal care in acute and community settings. Students are also given the opportunity to work within the continuity of carer teams.

PLPs report a strong partnership approach with the university in planning and monitoring practice learning opportunities. The programme team in conjunction with PLPs use the placement allocation plan to allocate placements for each student each year. Planning is designed to ensure that each student has the correct range of practice placements. Programme documentation and PLPs confirm there's a diverse range of placements to support student development and achievement.

The e-MORA portfolio provides evidence of the NMC standards of proficiencies achieved and meet the programme outcomes. Each student's practice learning and achievement is tracked and recorded in the e-MORA and monitored frequently by the practice supervisors, practice assessors and at each progression point by academic assessors.

All placement opportunities are internally audited to ensure learning opportunities support the SPM.

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 to confirm students will experience the role and scope of the midwife enabling them to provide holistic care to women newborn infant partners and families.

The midwifery placement plan shows that a breadth of clinical placements within maternity services is evidenced across all three years of the programme. These placements link theory from module learning with practice experience to provide students with suitable opportunities to experience the role and scope of the midwife. These include issues around public health, mental health and societal issues that influence the health and well-being of women, infants and families. In addition, module content emphasises the importance of issues such as cultural awareness, holistic and compassionate care.

The e-MORA will provide evidence and assessment of students in providing holistic care to women, infants and families.

PLPs tell us that students' placement experiences include diverse settings, specialist midwives and services to enable students to experience the role of scope of the midwife. Practice supervisors and assessors tell us they support students to develop and achieve and holistic woman centred care.

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 faculty has developed an inter-professional education strategy to guide student participation in interdisciplinary learning. Inter-professional learning is integrated into the curriculum to enable students to explore other professional roles and develop effective relationships and communication. Students have opportunities to engage with students from other related programmes, for example education, social work and physiotherapy.

Six modules contain a learning outcome specifically related to inter-professional working and assessed in practice. Students develop their knowledge, attitudes, skills and behaviours by engaging in authentic inter-professional learning activities such as workshops, groupwork (face-to-face and online) and online e-activities. Students tell us they particularly value these opportunities.

Within clinical placements, students have the opportunity to participate in interdisciplinary and multi-agency team working, both in the acute and community settings. Scrutiny of specific inter-professional learning proficiency completion and student evidence to support this is documented in the e-MORA.

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. The evidence of a clear and agreed placement plan between UoN and PLPs and discussions at the approval visit confirm a wide range of practice learning opportunities are provided within maternity settings, throughout the programme. PLPs tell us that they're at different stages in delivery of a continuity of midwifery carer service to women and families however all are committed to this service. Their plans will enable students to achieve the proficiencies related to continuity of care 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

MET **NOT MET**

R3.5 is met. Documentation shows that students are provided with learning opportunities across a wide range of clinical placements within maternity services throughout the programme. A variety of clinical placements provide the opportunity for students to participate in antenatal, intrapartum, postnatal and neonatal care in acute and community settings. This includes opportunities for practice experience with continuity of carer midwives. This experience is evidenced in the e-MORA. Students and PLPs tell us that students have experience in all areas of midwifery care including diverse populations and midwifery led services.

All placement opportunities are internally audited to ensure that learning opportunities support the SPM (NMC, 2019).

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 placed within a variety of clinical placements in antenatal, intrapartum, postnatal and neonatal care in both acute and community settings. Students will also have a placement in gynaecology in year one, year two, neonatal unit and a year three adult critical care placement to enable achievement of EU Directive 2005/36/EC. These placements help students develop the knowledge, skills and behaviours needed when caring for women and newborn infants when complications and additional care needs arise.

Students have the opportunity to further develop their knowledge of psychological, social, cultural and spiritual care needs for women and new born infants with the support of SUC from the PPIG.

The midwifery placement plan shows where students may be exposed to caring for women and newborn infants when complications and additional care needs arise. These include physical, psychological, social, cultural and spiritual factors. Students tell us that they have the opportunity to get experiences in all areas and feel ready to practice as a midwife on completion of the programme. PLPs indicate that students have the opportunities to gain experiences and their proficiencies in caring for women with additional needs. Experiences planned for students will be recorded in the e-MORA and monitored by practice assessors and academic assessors to ensure achievement of the SPM which are mapped in the e-MORA.

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 discussions at the approval visit confirm that students' individual needs of personal circumstances are taken in to consideration when allocating their practice learning opportunities.

Students tell us the university is responsive and supportive of their individual needs, mental health and personal circumstances. There are clear organisational procedures in place to ensure that students who require reasonable adjustments are screened at point of admission. The ASSIST team provide evidence for and a rationale for the reasonable adjustments required. Students are encouraged to disclose their ASSIST needs in placement and there's a reasonable adjustment section in the e-MORA for students with declared need to inform their learning plan and discussions with practice supervisors and assessor.

The practice supervisor and assessor handbook provides information for practice supervisors and assessors on the reasonable adjustments process and guidance if they've concerns about student progress.

Evidence provides assurance that the following requirements are met

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

YES **NO**

R3.9 ensure students are [supernumerary](#)

YES **NO**

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

YES **NO**

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met		YES <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: N/A		MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>

Standard 4: Supervision and assessment
<p>AEIs together with practice learning partners must:</p> <p>R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC Standards framework for nursing and midwifery education</p> <p>R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC Standards for student supervision and assessment</p> <p>R4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes</p> <p>R4.4 provide students with feedback throughout the programme to support their development</p> <p>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</p> <p>R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife</p> <p>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</p> <p>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</p>
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. There's documentary evidence from stakeholder and programme team meetings to confirm the programme has been designed and structured to meet requirements of the SFNME. There's evidence of governance frameworks in the university and PLPs that support students.

Documentary evidence confirms that students have appropriate learning opportunities and support in theoretical learning and assessment. Students tell us they feel supported by the programme team and have opportunities to raise issues in discussion groups and personal tutorials. Students tell us they know how to access the procedure for raising concerns in the university and the practice learning environment. Students and PLPs, tell us they understand and are aware of the fitness to practice policy.

The LME and PLPs confirm that reports from system regulators are shared and a collaborative action plan is undertaken where this is needed. Educational audits are in place to ensure student practice learning environments comply with SFNME.

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 discussion at the approval visit confirms that academic and practice support, supervision, learning opportunities and assessment is available to students throughout the programme complies with the SSSA.

The role and preparation of academic assessors, practice assessors and practice supervisors is clearly stated in the practice learner agreement and the e-MORA.

PLPs confirm practice supervisor and practice assessor preparation is ongoing and there'll be training on how to use the MORA included. Documentary evidence and the programme team confirm a different academic assessor is allocated to each student for each progression point of the programme and students are informed of this. The frequency of the academic assessor meeting or reviewing of the student progress is indicated in the university's contextualising of the MORA document.

The e-MORA confirms how practice supervisors and practice assessors communicate with each other regarding the students. Arrangements for the collation of information evidence and collaboration about student progress is described. PLPs tell us that the SSSA process of supervision and assessment of students is implemented and working well.

Practice supervisors tell us that they're used to supporting students through an e-portfolio, but will be receiving preparation to use the e-MORA. The practice learning facilitators tell us this is planned and will shortly be implemented.

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. There's documentary evidence that programme and module outcomes are mapped to the SPM and EU directive. The programme is structured to provide a breadth of clinical placements within maternity services that allow student midwives opportunities to meet the SPM and programme outcomes.

Student midwives are supported by a practice supervisor and practice assessor on each placement. The practice learner agreement clearly defines the role of the practice supervisor, assessor and academic assessor in supporting students to achieve the SMP.

The e-MORA provides evidence that the SPM are achieved by the end of the programme. The practice learner agreement clearly defines the role of the practice supervisor, assessor and academic assessor roles in confirming students achievement of SPM as outlined in the e-MORA.

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

MET **NOT MET**

R4.4 is met. There's documentary evidence in the module specifications that students will receive a range of theoretical assessments including both formative and summative assessment. This includes detailed feedback and feedforward to support students throughout the programme. The programme team tell us that they've built more opportunities for feedback into the programme and students appreciate the feedback they receive. The e-MORA ensures students receive feedback from practice supervisors, practice assessors and academic assessors at regular intervals and also incorporates service user feedback. Practice assessors give both feedforward and feedback at each of the reviews. There's assessment following observation of practice, consultation with practice supervisors about student behaviour, competence and working practices and review of service user feedback. Students on the current programme tell us they receive timely and good feedback from theory and practice. PLPs confirm they've

opportunity to feedback on students' progress on a regular basis to support their development.

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 NOT MET

N/A

Standard 5: Qualification to be awarded

AEIs together with practice learning partners must:

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

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

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

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

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

YES NO

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

YES NO

Fall Back Award

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

YES NO N/A

There are no fall-back exit awards with eligibility to register with the NMC.

Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met		YES <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"/>

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 type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input type="checkbox"/>	<input checked="" 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/MORA 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 agreements between the education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		

There isn't any specific programme learning handbooks however this information can be found in other documents such as the e-MORA.
List additional documentation: Post visit evidence to meet condition: MORA UoN context document - response to condition, March 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: BSc (Hons) midwifery programme September cohort 2018 x two students BSc (Hons) midwifery programme April cohort 2019 x one student BSc (Hons) midwifery programme September cohort 2019 x one student BSc (Hons) midwifery programme April cohort 2020 x one student BSc (Hons) midwifery programme September cohort 2020 x one student BSc (Hons) midwifery programme January cohort 2021 x one student		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation There's no apprenticeship route being proposed.		
Additional comments: None identified.		

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

	YES	NO

Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System Regulator Reports List: St Andrew's Healthcare Care Quality Commission quality report, 7 January 2020		
If you stated no above, please provide the reason and mitigation: The AEI is an established provider of midwifery education and visits to resources weren't required.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

Author(s):	Angela Poat	Date:	7 April 2021
Checked by:	Patricia Hibberd	Date:	30 March 2021
Submitted by:	Lucy Percival	Date:	4 June 2021
Approved by:	Leeann Greer	Date:	8 June 2021