

Programme approval report

Section one

Programme provider name:	Coventry University
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	George Eliot Hospital NHS Trust South Warwickshire NHS Foundation Trust University Hospitals Coventry and Warwickshire NHS 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:	14 January 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	
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Registered Midwife – degree apprentice									
QA visitor(s):	Registrant Visitor: Rachael Spencer Lay Visitor: Sophia Hunt								

Section two

Summary of review and findings

Coventry University (CU) is an established approved education institution (AEI). The faculty of health and life sciences (the faculty) at CU is seeking approval to provide a three-year full-time pre-registration BSc (Hons) Midwifery with Nursing and Midwifery Council (NMC) registration as a midwife, for approval against the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and Standards of proficiency for midwives (SPM) (NMC, 2019). The programme is scheduled to commence in September 2021.

CU has strong partnerships with its practice learning partners (PLPs) at the George Eliot Hospital NHS Trust, South Warwickshire NHS Foundation Trust and University Hospitals Coventry and Warwickshire NHS Trust, allowing all students to experience the full range of midwifery care provision. The taught theoretical element of the programme takes place at the CU campus, where there are facilities for simulation of practice to enhance student learning.

Programme documents provide detail of the curriculum philosophy and structure. The programme design is informed by national and regional evidence and reports, feedback from student midwives, service users, and PLPs as well as the midwifery academic team. Modules on the programme are structured to support student learning, with a variety of learning strategies, formative and summative assessments and support mechanisms across theory and practice. The programme comprises 50 percent theoretical and 50 percent practice learning. There's more evidence needed to demonstrate the balance of theory and practice hours and to ensure modules are mapped to SPM (NMC,2019).

Documentation and the approval process confirm evidence of effective partnership working between the education institution, PLPs, students and service users and carers (SUCs) at both operational and strategic levels. There's clear evidence of the involvement of each key stakeholder group and their commitment to the co-production, delivery and continual enhancement of the programme. SUCs, academic staff, PLPs and students participate in interviewing and selecting future applicants. Educational audits of practice areas are undertaken by CU to determine suitability as practice learning environments for student midwives. Recognition of prior learning (RPL) isn't available for pre-registration midwifery programmes.

The programme adopts the midwifery ongoing record of achievement (MORA) for the assessment of practice throughout the programme. The MORA document is the product of a collaborative development based on the established pan-London model. This utilised regional stakeholder engagement including all lead midwives for education (LMEs) in England and Northern Ireland and is supported by Health Education England (HEE). The roles of academic assessor, practice supervisor

and practice assessor are documented and in practice learning environments students receive feedback from their practice supervisors and practice assessors within the MORA. Further evidence is needed to assure that communication between practice assessors and academic assessors is scheduled and that practice assessors and supervisors are appropriately prepared for the MORA.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) are met at programme level.

The Standards for student supervision and assessment (SSSA) (NMC, 2018) are not met at programme level as they're subject to conditions being applied.

The programme is recommended to the NMC for approval subject to four NMC conditions. One NMC recommendation is made.

The approval visit was undertaken via remote means due to COVID-19.

Updated 11 February 2021:

All conditions are now met.

Documentary evidence shows that the programme team have devised an action plan that provides assurance that communication and collaboration between practice assessors and academic assessors is scheduled for relevant points in the programme.

The programme team have provided a comprehensive action plan to ensure that practice learning staff are adequately prepared for the MORA and grading in practice which will be implemented with the new programme.

The programme team have provided module specifications which reference the SPMP.

A revised version of the course plan and an associated narrative document is submitted. The learning and teaching hours have been amended to better reflect the 50 percent theory and 50 percent practice hours of 2300 hours for theory and 2300 hours for practice and are clearly articulated on the revised course plan and the narrative document. Condition four is now 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

	<p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: The programme team must provide an action plan to provide assurance that communication and collaboration between practice assessors and academic assessors is scheduled for relevant points in the programme. (SPMP R4.2; SSSA 7.9)</p> <p>Selection, admission and progression: None identified.</p> <p>Practice learning: Condition two: The programme team must provide an action plan to provide assurance that practice learning staff are adequately prepared for the MORA and grading in practice which will be implemented with the new programme. (SPMP R4.2; SSSA R5.1, R8.1)</p> <p>Assessment, fitness for practice and award: None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition three: The programme team to ensure that all module specifications directly reference the SPMP and the so there's clear mapping of where students evidence their achievement of the required knowledge and proficiencies. (SPMP R4.3)</p> <p>Condition four: Provide clarity and transparency of the theory and practice programme hours across the programme documentation. (SPMP R2.8)</p>
<p>Date condition(s) to be met:</p>	<p>11 February 2021</p>

Recommendations to enhance the programme delivery:	Recommendation one: Consider developing an implementation plan that supports the supervision and assessment of students in practice learning environments in relation to examination of the newborn. (SPMP R4.3)
Focused areas for future monitoring:	SUC involvement across the programme includes women, partners, families and advocacy groups with lived experience of midwifery care.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>The AEI has met the conditions set out by the panel at the approval visit.</p> <p>Documentary evidence shows that the programme team have devised an action plan that provides assurance that communication and collaboration between practice assessors and academic assessors is scheduled for relevant points in the programme. Condition one is now met.</p> <p>The programme team have provided a comprehensive action plan to ensure that practice learning staff are adequately prepared for the MORA and grading in practice which will be implemented with the new programme. Condition two is now met.</p> <p>The programme team have provided module specifications which reference the SPMP. Condition three is now met.</p> <p>The programme team have provided a revised version of the course plan and an associated narrative document. The learning and teaching hours have been amended to better reflect the 50 percent theory and 50 percent practice hours of 2300 hours for theory and 2300 hours for practice and are clearly articulated on the revised course plan and the narrative document. Condition four is now met.</p> <p>The programme is recommended for approval.</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:	11 February 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 and the approval process provides clear evidence of effective partnership working between CU, the programme team and key stakeholders who are engaged in the co-production, delivery and evaluation of the programme. There's a clear commitment to partnership working at both strategic and operational levels. Stakeholders include representative partner organisations, students, service users and clinical colleagues. The MORA includes involvement of SUCs and students in feedback, supervision and assessment processes.

Student recruitment, selection and admissions processes include PLPs and service users. Entry requirements for the programme are clear on the website and in programme documentation.

There's evidence of inter-professional learning (IPL) appropriate to the programme and profession. This is evident in the programme documentation and is confirmed

by the students and programme team at the visit. Opportunities for IPL within the practice learning setting is evidenced within the MORA documentation.

Programme documentation evidences the distinct roles of academic assessor, practice supervisor and practice assessor. In practice learning environments students will receive feedback from their practice supervisors and practice assessors at specific stages as identified within the MORA. The faculty lead for disability and learning support and learning support tutors ensure that reasonable adjustments are put into place for students who need them. The academic in practice (link lecturer) role is undertaken by members of the programme teaching team who link with identified practice placement areas to provide support to students and practice learning staff, provide programme updates and undertake education audits.

There's a LME in post who is registered with the NMC. A range of providers support the delivery of the programme and the programme team works collaboratively with its PLPs to address any concerns raised in external system regulator reports. This collaboration ensures that action plans are implemented to assure a safe practice learning environment and the quality of the student learning experience. A process to raise and escalate any concerns is in place for students, practice supervisors and practice assessors in practice learning environments.

PLPs tell us they're able to provide sufficient quality practice learning opportunities for student support and supervision in practice to meet SPMP and SPM. Students tell us they receive practice learning opportunities which enable them to experience the full range of maternity care as well as specialist learning experiences.

Current students attending the approval meetings speak highly of the programme and the course team. The students feel well informed about the changes to the NMC Standards, including the changes to student supervision and assessment.

We met with three SUCs who are involved in the programme. SUCs are included in interviewing prospective students and contributing to learning and teaching. They tell us they're valued and appreciated by the programme team and faculty. They explain that they're briefed, supported and de-briefed by the programme team, receiving positive responses to all queries and feedback on the impact of their contribution. They receive appropriate training and development for their participation in this and actively look forward to engaging with the process.

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

MET

NOT MET

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

MET **NOT MET**

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

MET **NOT MET**

Student journey through the programme

Standard 1: Selection, admission and progression

AEIs must:

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

AEIs together with practice learning partners must:

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

- R1.5.7 have capability in literacy to meet programme outcomes
- R1.5.8 have capability for digital and technological literacy to meet programme outcomes
- R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes
- R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the [NMC Guidance of 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 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 <input checked="" type="checkbox"/>	NO
R1.2 inform the NMC of the name of the lead midwife for education	YES <input checked="" type="checkbox"/>	NO
R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes	YES <input checked="" type="checkbox"/>	NO
R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education	YES <input checked="" type="checkbox"/>	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 <input checked="" type="checkbox"/>	NO
R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife	YES <input checked="" type="checkbox"/>	NO
R1.5.3 demonstrate values in accordance with the Code	YES <input checked="" type="checkbox"/>	NO
R1.5.4 have capability to learn behaviours in accordance with the Code	YES <input checked="" type="checkbox"/>	NO
R1.5.5 have capability to develop numeracy skills required to meet programme outcomes		
R1.5.6 can demonstrate proficiency in English language	YES <input checked="" type="checkbox"/>	NO
R1.5.7 have capability in literacy to meet programme outcomes	YES <input checked="" type="checkbox"/>	NO
R1.5.8 have capability for digital and technological literacy to meet programme outcomes	YES <input checked="" type="checkbox"/>	NO
Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met		

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

MET **NOT MET**

R1.6 is met. This is made explicit to students through the programme handbook. Student facing documentation clearly shows opportunities for when and how students are supported to continuously develop their skills in these areas. The development of digital and technological skills begins prior to commencement of the programme with students required to undertake online tasks. At the start of the course, all students complete a module which addresses study skills. Numeracy relating to the safe administration of medicines is incorporated in practice modules throughout each of the three years. There's an online platform for students to complete interactive exercises and practice assessments based on simulated dosage calculation problems. This is used to support the development and assessment of skills relating to medicines administration.

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

<p>programme complies with Article 40(1)(b) of Directive 2005/36/EC outlined in Annexe 1 of this document.</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Proposed transfer of current students to the programme under review</p> <p>From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the <i>Standards for pre-registration midwifery programmes</i> and the <i>Standards of proficiency for registered midwives</i> will be met through the transfer of existing students onto the proposed programme.</p> <p>The team tell us that current students are not being transferred to the new curriculum due to regulatory constraints at CU. Bespoke programmes of study will be developed by the LME and programme lead for those students on suspension of studies who are currently on and are returning to the existing programme.</p>
<p>Proposed transfer of current students to the <i>Standards for student supervision and assessment (SSSA) (NMC, 2018)</i>.</p> <p>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.</p> <p>The transfer process to the SSSA has been previously completed through major modification undertaken on 26 September 2019.</p>
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression 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?</p> <p style="text-align: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 14 January 2021</p>
<p>Post event review</p> <p>Identify how the condition(s) is met: N/A</p> <p>Date condition(s) met: N/A</p> <p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/> N/A</p>

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

R2.2 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. There's evidence that women, partners, families and advocacy groups are involved in the design, development and delivery of the programmes. SUC's are actively represented at a strategic and decision-making level within the faculty. The MORA provides opportunity for SUCs to provide feedback to students about the care they've provided.

SUC representatives tell us there's a clear commitment to further extend, develop and enhance their role and contribution to the midwifery programmes. The programme team confirm that ideas expressed by the representatives will be taken forward.

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 will not be 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. Programme documentation and the MORA provide evidence that theory and practice learning are designed and delivered to provide relevant and ongoing exposure to midwifery practice within the programme. Year one students work under direct supervision of a registered midwife with increasing indirect supervision as they progress through the programme. The range of practice learning experiences cover antenatal, postnatal, neonatal, labour ward and community settings.

The indicative midwifery allocation plan is clear regarding what the experiences entail and the variety of settings that students are engaged with throughout the programme. PLPs tell us that they're working towards continuity of carer models, as well as providing students with a full range of maternity care experiences.

The MORA and programme documentation identify what students are expected to achieve in relation to systematic examination of the newborn in 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

MET **NOT MET**

R2.7 is met. There's evidence that technology-enhanced and simulated learning opportunities are planned to meet the requirements of the programme. There are clear references to the use of the virtual learning environment (VLE) and technological systems that can be accessed by the student with medication assessments and simulation activities as part of skills development. Additional care for women and babies with diverse needs, alongside other modules that include a simulation component. Documentation clearly states that simulation-based learning enhances skills development within midwifery education.

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 not met. The programme's structured to provide 50 percent theory and 50 percent practice, divided into theory and practice modules. There's no compensation across modules. The blended learning strategy enables a range of teaching and learning strategies, including lectures, workshops, simulation and interactive online activities. Simulations used as a learning strategy for skills rehearsal for practice. Documentary evidence states 4600 programme hours with an equal balance of theory and practice learning. However, the course planner is unclear how guided learning hours and module study requirements will be achieved within the timeframes provided. We therefore need assurance that the

curriculum will provide students with the stated equal balance of theory to practice learning hours. (Condition four)

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

There's no shortened two-year pre-registration midwifery programme for registered adult nurses in this approval.

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

YES NO

There's no shortened 18-month pre-registration midwifery programme for registered adult nurses.

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

R2.8 is not met. Theory and practice programme hours aren't clearly articulated across the programme documentation.

Condition four:

Provide clarity and transparency of the theory and practice programme hours across the programme documentation. (SPMP R2.8)

Date: 14 January 2021

Post event review

Identify how the condition(s) is met:

Condition four: The programme team have provided a revised version of the course plan and an associated narrative document. The learning and teaching hours are amended to reflect the 50 percent theory and 50 percent practice hours of 2300 hours for theory and 2300 hours for practice. These are clearly articulated on the revised course plan and the narrative document. Condition four is met. SPMP R2.8 is met.

Evidence:

Revised course plan, February 2021

Hours narrative document, February 2021

Date condition(s): 11 February 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 evidence and clarity of what experiences each student will have to ensure practice learning opportunities that enable students to develop and meet the SPM. There's a plan in place for student allocation to each of the PLPs for one year within their programme and this ensures that each student has the opportunity to experience each model of care provided by the three Trusts.

Each student's learning is recorded through the MORA and monitored by the practice and academic assessors.

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 evidence that shows students will experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families. All students will experience a continuity of carer model and have the opportunity to learn with and from women and babies with complex care needs.

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 documentation shows a strong emphasis on the importance of interdisciplinary and multi-agency working and the development of skills in these areas. The MORA provides templates for students to record and reflect on any IPL undertaken with members of the multidisciplinary team and for students to self-evaluate and reflect on their practice learning experiences.

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. There's evidence of a clear and agreed placement plan between the AEI and the PLPs. PLPs are moving to delivering a continuity of carer service for women and families but some are closer to achievement of this. We're assured through the placement allocation model that all students will have opportunities to achieve the proficiencies of continuity of midwifery carer.

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. There's evidence from the PLPs and the proposed rotational allocation model that all students will have opportunities to experience midwifery care for a diverse population across a range of settings. The MORA requires students to record and reflect on practice experiences, to demonstrate their adherence to the values and criteria of the NMC (2018) Code and this will be monitored by the practice and academic assessors, to ensure that each student achieves the programme requirements and Standards of proficiency.

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. Through the MORA and placement allocation plan students will have opportunities to develop knowledge, skills and behaviours required when caring for women and newborn infants when complication and additional care needs arise. The MORA is designed to document students' developing knowledge and understanding when caring for women and newborn infants with additional needs. The MORA interim reviews and holistic assessment require students to be

assessed against the professional behaviours required of a registered midwife as documented in the Code.

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. There are university and programme processes for adjustments, such as specific learning resources, changes to practice locations, practice hours, assessment activities and study break/suspensions. Placements are planned to be as close to home as possible. Students are informed of how to request a change of placement area upon allocation, and what constitutes the exceptional circumstances required. PLPs confirm that they're willing and able to make reasonable adjustments for students with disabilities or individual learning needs.

Evidence provides assurance that the following requirements are met

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

YES **NO**

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

YES **NO**

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

YES **NO**

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

YES **NO**

Outcome

Is the standard met?

YES **NO**

Date: 14 January 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 <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met	
R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC Standards framework for nursing and midwifery education	
MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>	

R4.1 is met. Documentary evidence indicates that academic and practice support, supervision, learning opportunities and assessment is available to students throughout the programme.

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 not met. Documentary evidence regarding the role and function of the practice supervisor, practice assessor and academic assessor is provided. The roles of practice assessors and practice supervisors are detailed within the MORA. The programme team tell us the plan in place for academic assessor allocation. This will ensure a different academic assessor for each part of the programme, and students say they're aware of the new SSSA roles and responsibilities.

It's not clearly articulated when and how the practice assessor and academic assessor roles will collaborate to review student performance on the programme. Practice assessors are unclear on the differences between the role of the academic in practice and the academic assessor role. The communication and collaboration between practice and academic assessors needs to be clearer and be scheduled for relevant points for student progression. This doesn't provide assurance that the proposed midwifery programme is fully prepared for compliance with the SSSA. (Condition one)

CU have chosen to grade practice-based learning, using the MORA but the assessment criteria are unclear to practice assessors. Practice assessors aren't able to describe the assessment process or state the expectations of the student in order to achieve each grade outcome. (Condition two)

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 not met. The MORA details and records achievement of the proficiencies in the practice learning environment and progression through each part of the programme. Domains one to five are mapped and the skills detailed in domain six are clearly visible and evidenced within the MORA, demonstrating what must be met at the point of registration as a midwife. Students described that module handbooks and module launch sessions are dedicated to understanding the assessment criteria and underpinning standards, at the start of each module. The mapping document provided demonstrates where learning and teaching activity contributes to the student's knowledge and understanding of the domains. The mapping doesn't evidence when and how the SPM are formally assessed within

the module learning outcomes of the programme. We therefore need assurance that the module learning outcomes reflect achievement of the programme outcomes and NMC standards throughout the programme. (Condition three)

PLPs tell us they're aware of the need and are working to support the supervision and assessment of students in practice learning environments in relation to examination of the newborn. However, they're still developing supervision and assessment for this skill. A recommendation is therefore made that CU develop an implementation plan for supporting the supervision and assessment of students in practice learning environments in relation to examination of the newborn. (Recommendation one)

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

MET **NOT MET**

R4.4 is met. There's a formal commitment in the programme handbook to ensuring that standard university feedback mechanisms are achieved in a timely manner and that students consistently receive timely and developmental written and verbal feedback on assessments. There are processes in place to provide students with both formative and summative feedback throughout the programme to support their development in theoretical and practice learning. This is confirmed at the visit by students and PLPs.

Students tell us formative feedback on assessment draft work is provided and evaluation is completed for each module and practice placement undertaken. Students confirm they're informed of any action taken as a result of their evaluations.

Practice assessments are recorded in the MORA. Students receive mid-placement and end of placement feedback. Women and their families can provide feedback as part of the MORA. Practice supervisors gain the consent of women and their families completing the forms for their feedback to be included in the practice assessment document. The MORA will enable both the practice supervisor and practice assessor to provide ongoing formative and summative feedback to the student in the practice setting. Students are encouraged to reflect on their own learning through feedback both by staff and tutors in the university and across placement settings.

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

Practice assessors are unclear on the differences between the role of the academic in practice and the academic assessor role. (Condition one)

CU are proposing to grade practice-based learning, using the MORA but the assessment criteria are unclear to practice assessors. (Condition two)

Outcome

Is the standard met?

MET NOT MET

Practice assessors are unclear on the differences between the role of the academic in practice and the academic assessor role. The communication and collaboration between practice and academic assessors needs to be clearer and be scheduled for relevant points for student progression. (Condition one)

Condition one:

The programme team must provide an action plan to provide assurance that communication and collaboration between practice assessors and academic assessors is scheduled for relevant points in the programme. (SPMP R4.2; SSSA R7.9)

CU are proposing to grade practice-based learning, using the MORA but the assessment criteria are unclear to practice assessors. Practice assessors aren't able to describe the assessment process or state the expectations of the student in order to achieve each grade outcome. (Condition two)

Condition two:

The programme team must provide an action plan to provide assurance that practice learning staff are adequately prepared for the MORA and grading in practice which will be implemented with the new programme. (SPMP R4.2; SSSA R5.1, R8.1)

The programme mapping doesn't evidence when and how the SPM are formally assessed within the module learning outcomes to ensure that students are meeting them throughout the programme. (Condition three)

Condition three:

The programme team to ensure that all module specifications directly reference the SPMP, so there's clear mapping of where students evidence their achievement of the required knowledge and proficiencies. (SPMP R4.3)

Date: 14 January 2021

Post event review

Identify how the condition(s) is met:

Condition one: Documentary evidence shows that the programme team have devised an action plan that details the scheduled communication and collaboration between practice and academic assessors at relevant points in the programme structure and student progression. Condition one is met. SPMP R4.2 and SSSA 7.9 are now met.

Evidence:

Action plan for MORA and grading in practice rollout, February 2021
MORA and grading in practice narrative document, February 2021

Condition two: The programme team have provided a comprehensive action plan to ensure that practice learning staff are adequately prepared for the MORA and grading in practice which will be implemented with the new programme. Condition two is met. SSSA R5.1, R8.1 and SPMP R4.2 are now met.

Evidence:

Action plan detailing MORA and grading in practice rollout, February 2021

Condition three: The programme team have provided module specifications which reference the SPMP. Condition three is met. SPMP R4.3 is now met.

Evidence:

Revised module specifications, February 2021

Mapping narrative, February 2021

Date condition(s) met: 11 February 2021

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

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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
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 <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	
There's no fall back exit award with 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Outcome	
Is the standard met?	
MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>	
Date: 14 January 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for midwives</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education (NMC, 2018) (Gateway 1)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment (NMC, 2018) apply to the programme(s) (Gateway 2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration midwifery programmes (NMC, 2019) (Gateway 3)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the LME	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement 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:		

Practice learning environment handbook not specifically submitted but is addressed as part of the MORA documentation and in the practice learning handbook for practice assessors and practice supervisors.
List additional documentation: Post visit evidence for conditions: Action plan for MORA and grading in practice rollout, February 2021 MORA and grading in practice narrative document, February 2021 Revised module specifications, February 2021 Mapping narrative, February 2021 Revised course plan, February 2021 Hours narrative document, February 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 checked="" type="checkbox"/>	<input 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: Year two x two 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		
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: University Hospitals Coventry and Warwickshire NHS Trust CQC report, February 2020		
If you stated no above, please provide the reason and mitigation: Remote visit due to COVID-19 restrictions. CU is an AEI and established in midwifery education.		
Additional comments: None identified.		

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Issue record

Final Report

Author(s):	Rachael Spencer Sophia Hunt	Date:	22 January 2021
Checked by:	Patricia Hibberd	Date:	29 January 2021
Submitted by:	Lucy Percival	Date:	25 March 2021
Approved by:	Leeann Greer	Date:	25 March 2021