

Programme approval report

Section one

Programme provider name:	Edinburgh Napier University
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	NHS Borders NHS Fife NHS Forth Valley NHS Lothian
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):	Bachelor of 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 type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input checked="" 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:	8 April 2021				
Programme start date: Registered Midwife – 18M Registered Midwife – 24 M Registered Midwife – 36 M Registered Midwife – degree apprentice	<table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td>6 September 2021</td></tr> <tr><td> </td></tr> </table>			6 September 2021	
6 September 2021					
QA visitor(s):	Registrant Visitor: Hilary Lumsden Lay Visitor: Carol Rowe				

Section two

Summary of review and findings

Edinburgh Napier University (ENU), is an established approved education institution (AEI). The midwifery department in the School of health and social care (the school) submits for approval a full-time undergraduate three-year Bachelor of Midwifery (BM) programme. The programme leads to professional registration as a midwife against the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and Standards of proficiency for midwives (SPM) (NMC, 2019). The programme proposes one annual cohort of students commencing from 6 September 2021.

The programme is adopting the midwifery practice assessment document (MPAD) for the assessment of practice. This is a once for Scotland collaborative document which has evolved from a working group comprising representatives from AEIs in Scotland providing midwifery education. The school have been active partners in its development and there's a strategy to implement this across ENU's midwifery practice learning partners (PLPs).

There's evidence of effective partnership between the AEI, students, practitioners, service users and carers (SUCs) at both operational and strategic level. Senior managers from PLPs confirm they will provide the practice learning opportunities required to meet SPMP (NMC, 2019) and support the Standards for student supervision and assessment (SSSA) (NMC, 2018).

There's evidence of strong collaboration between all stakeholders in the development of the midwifery programme. Students, PLPs and service user participation in curriculum design and development is evidenced. Documentation for the programme indicates curriculum content, modes of delivery and practice experiences are designed to meet the SSSA (NMC, 2018) and SPMP (NMC, 2019). Service users, academic and practice staff and students participate in interviewing and selecting applicants for the midwifery programme. Educational audits of practice areas used for students learning are undertaken by the AEI in order to determine suitability.

Recognition of prior learning (RPL) is not available for pre-registration midwifery programmes.

The approval visit is conducted by remote means due to COVID-19 public health emergency conditions.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) are not met at programme level and are subject to conditions.

The SSSA (NMC, 2018) are met at programme level.

The programme is recommended to the NMC for approval subject to two NMC conditions and five university conditions. No recommendations are made.

Update 10 May 2021:

Evidence has been provided to confirm that the changes required to meet the two NMC conditions and five university conditions have been made. The conditions are 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

Programme is recommended for approval subject to specific conditions being met

Recommended to refuse approval of the programme

Conditions:

Effective partnership working: collaboration, culture, communication and resources:
None identified.

Selection, admission and progression:
Condition one: The programme team must provide assurance that SUCs involved in student recruitment and selection receive appropriate equality, diversity and unconscious bias training to prepare them for their role. (SFNME R2.6)

Practice learning:
None identified.

Assessment, fitness for practice and award:
None identified.

Education governance: management and quality assurance:
Condition two: Provide confirmation that the Scottish MPAD has been recommended for approval by the NMC. (SFNME R2.1; SPMP R2.1)

	<p>Condition three: Review documentation to reflect the work being undertaken to widen access. (University condition)</p> <p>Condition four: Make revisions to student facing programme documentation (i.e. the programme specification and programme handbook) to ensure compliance with University expectations, to clarify the role of the personal development profile (PDP) and to include appropriate signposting to University student support. (University condition)</p> <p>Condition five: Revise the documentation to ensure it better explains the purpose of the PDP. (University condition)</p> <p>Condition six: Amend module descriptors to ensure they reflect the correct practice hours and update to reflect the innovative approaches to learning, teaching and assessment as outlined by members of the programme team. (University condition)</p> <p>Condition seven: Revise the documentation to make more explicit the diversity of the student population and the approach to inclusivity from a student/woman/child and society perspective. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>29 April 2021</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>None identified.</p>
<p>Focused areas for future monitoring:</p>	<p>None identified.</p>

<p>Programme is recommended for approval subject to specific conditions being met</p>
<p>Commentary post review of evidence against conditions:</p>

The AEI has provided evidence to show how the two NMC conditions have been met. The university has confirmed the university conditions have been met.

Documentary evidence shows that SUCs will receive appropriate training in equality, diversity and unconscious bias to prepare them for their role on an annual basis.

The pan-Scotland MPAD has been confirmed as recommended for approval by the NMC as a legacy condition.

Assurance is provided that the SFNME is now met at programme level.

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:	7 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>

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.

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

Key stakeholders are involved in the co-creation of the programme. The curriculum working group included SUCs and third sector agencies, clinical midwives and students. SUCs and third sector agencies were subsequently involved in the operational steering group. Third sector agencies at the visit confirm their contribution in the co-creation of the programme and tell us their input is reflected in the new programme. Documentary evidence also shows that student consultation through focus groups and surveys which informed the curriculum working group is also reflected in the new programme. The programme team tell us that student midwives contributed to the philosophy of the new programme.

SUCs and midwives confirm they participate in interviewing and selecting applicants for the midwifery programme. Documentary evidence tells us that third year students are also part of the interview panel.

SUCs at the visit confirm their involvement in delivery of theory sessions. Documentary evidence and the programme team tell us that SUCs contributions to modules includes podcasts where their lived experience is shared with students. Practice partners tell us they contribute to teaching sessions. The senior leadership team tell us that research links with projects in practice are strong.

SUCs also provide feedback where students have been involved in their care which is recorded in the MPAD. SUC provide specific feedback in the case loading element of the programme and their feedback on students' support with breastfeeding is recognised in the UNICEF Baby Friendly Initiative (BFI) component of the programme.

The programme is adopting the MPAD for the assessment of practice. This is a once for Scotland collaborative document, developed through a working group comprising representatives from midwifery providers at Scottish AEIs.

Programme documentation evidences the distinct roles of academic assessor, practice supervisor and practice assessor and how they work together in practice to support students. The link lecturer role provides support to students and

practice learning staff. They provide an essential chain of communication between the university and practice environment. Practice educator facilitators (PEF) liaise with programme team members to develop support plans for students where concerns have been raised about their practice.

The student voice is heard through their representation on staff student liaison committees and other school and partnership committees. This includes the board of studies and school learning, teaching and assessment/student experience committee as well as the strategic alliance group (in collaboration with NHS Lothian). Student evaluations of theory modules and practice learning are used to enhance programme delivery and to inform programme development.

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 determinations made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully
- R1.9 ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and
- R1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult) and the programme complies with Article 40(1)(b) of Directive 2005/36/EC outlined in Annexe 1 of this document.

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

Proposed transfer of current students to the programme under review

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

R1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI
 YES NO

R1.2 inform the NMC of the name of the lead midwife for education
 YES NO

R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes
 YES NO

R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
 YES NO

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

R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document
 YES NO

R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
 YES NO

R1.5.3 demonstrate values in accordance with the Code
 YES NO

- R1.5.4 have capability to learn behaviours in accordance with the Code
YES NO
- R1.5.5 have capability to develop numeracy skills required to meet programme
outcomes
YES NO
- R1.5.6 can demonstrate proficiency in English language
YES NO
- R1.5.7 have capability in literacy to meet programme outcomes
YES NO
- R1.5.8 have capability for digital and technological literacy to meet programme
outcomes
YES NO

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

- R1.6 support students throughout the programme in continuously developing their
abilities in numeracy, literacy and digital and technological literacy to meet
programme outcomes
MET NOT MET

R1.6 is met. The school has a clear digital literacy assessment and development strategy for the BM programme. The programme team tell us that digital literacy self-assessment is completed at interview. Students are then signposted to academic skills resources to help them develop their digital literacy skills and confidence. The academic skills team also offer a range of workshops and one-to-one advice to help improve academic skills.

Documentation confirms there's an online numeracy test in trimester one in year one. The test results are reviewed to identify students needing support with numbers and calculation. Extra support with numeracy development is available in ENU.

There's an online programme to develop numeracy skills within the context of medicine administration. Students' numeracy skills are assessed in year one and two modules and in a year three midwifery practice module where they must demonstrate to their practice assessor drug calculations with the achievement of 100 percent pass rate.

Student midwives will develop their digital literacy skills through access to the AEI's online platform. This includes online lectures and communication, assessment uploads and programme information.

There are opportunities for students to develop digital and technological literacy in practice through electronic patient note keeping and use of equipment.

The programme team tell us of the dedicated disability inclusion team to support students with learning difficulties. The University also has a range of assistive software available.

Evidence provides assurance that the following requirements are met

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

YES NO

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

YES NO

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

YES NO

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

YES NO

A shortened pre-registration midwifery programme isn't offered.

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.

Documentation tells us that there will be no formal transfer of students onto the proposed programme, 2019 and 2020 cohorts will complete their present programme.

Students who interrupt studies will return on a managed route. Content will be mapped from their existing programme modules to proposed modules on the new programme. All theory content is stored on the virtual learning environment (VLE) and can be accessed by returning students. Practice learning will be managed on an individual basis.

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

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

A major modification of the current programme was submitted to the NMC.

Documentary evidence tells us that current students were consulted about the transferral to the SSSA and their agreement sought. Due to the COVID-19 pandemic the SSSA was fully implemented via the NMC emergency standards. Practice documentation has been updated to reflect the new standards.

Our meeting with students showed that they're aware of the roles of practice assessor, practice supervisor and academic assessor. They show an understanding of all three roles and confirm that they're well supported in practice.

Documentary evidence and discussions with students, practice assessors, practice supervisors and clinical practice facilitators (CPFs) show that student placement allocation is well organised and named practice assessors and practice supervisors are identified prior to the student attending placement.

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

YES NO

A SUC representative who is involved in the selection process as part of the interview panel told us that they whilst they had been prepared for the interview process, they did not receive any equality and diversity training.

The programme team confirmed that the university has equality and diversity and unconscious bias training resources, but this has not been offered to the SUCs. (Condition one)

Outcome	
Is the standard met?	MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/>
<p>SUCs are not fully prepared for involvement in the selection of midwifery students as they do not receive any preparation in the area of equality and diversity and unconscious bias.</p> <p>Condition one: The programme team must provide assurance that SUCs involved in student recruitment and selection receive appropriate equality, diversity and unconscious bias training to prepare them for their role. (SFNME R2.6)</p> <p>Date: 8 April 2021</p>	
Post event review	
Identify how the condition(s) is met:	
<p>Documentary evidence shows that SUC will receive training on an annual basis on equality, diversity and unconscious bias.</p> <p>Evidence NMC condition document, undated BM institution led review updated minutes, undated</p>	
Date condition(s) met: 7 May 2021	
Revised outcome after condition(s) met:	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>

Standard 2: Curriculum
AEIs together with practice learning partners must:
<p>R2.1 ensure programmes comply with the <i>NMC Standards framework for nursing and midwifery education</i></p> <p>R2.2 comply with the <i>NMC Standards for student supervision and assessment</i></p> <p>R2.3 ensure that programme learning outcomes reflect the <i>NMC Standards of proficiency for midwives</i></p> <p>R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes</p> <p>R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language</p> <p>R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice</p> <p>R2.7 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required</p>

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

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

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

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

R2.1 ensure programmes comply with the NMC [Standards framework for nursing and midwifery education](#)

YES NO

The MPAD is developed as a Scotland wide document. This is awaiting a recommendation for approval by the NMC. (Condition two)

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

YES NO

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

YES NO

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

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

MET NOT MET

R2.4 is met. The school has a SUCs engagement strategy which details how SUCs can be involved in programmes. There's robust evidence of SUC and third sector involvement in the design and development of the programme. SUC and third sector groups are involved in the co-creation of the proposed programme with representatives on the curriculum development project steering group and operational steering group. SUC representatives confirm their involvement in the curriculum development and can see their contribution in the proposed programme.

SUCs tell us about sharing their lived experiences with student midwives in face-to-face sessions. SUCs engagement is also evidenced through lived experiences shared through podcasts and anonymised case studies. The involvement of a charity which aims to support dads and families, strengthens the diversity of the SUCs involvement.

The programme team tell us that they embrace the contributions of the SUCs and third sector groups and value their involvement. Women, partners and advocacy groups are involved in the design and development of the MPAD.

Evidence provides assurance that the following requirements are met

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

YES NO N/A

The programme is delivered in Scotland.

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

R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice

MET NOT MET

R2.6 is met. The programme documentation indicates that students are supported and provided with relevant midwifery practice experience. The programme has greater theoretical content in the first year and more practice learning in year three to enable more preparation for placement for first year students.

The continuity of carer model of midwifery care is currently being implemented across PLPs. Students are either allocated to the best start continuity of carer model or the traditional model of practice. Whilst this transition takes place two placement models are in use. The range of practice learning experiences for both routes cover antenatal, postnatal, labour ward and community settings. Students access the full range of midwifery practice regardless of which model of practice they are allocated. Practice learning experiences for the three years are allocated

to students at the beginning of their programme which students can view on their online platform for clinical placements. The allocations made by the ENU practice placement team provide a broad range of midwifery practice experiences enabling students to meet SPMP and SPM requirements. Students tell us there are opportunities to work with specialists, such as services for those who experience substance misuse or mental health issues.

Students tell us that they experience placements in areas such as gynaecology and the neonatal unit which are an essential component of women's and neonatal care. There are opportunities for students to undertake an elective 'mobility' placement in year three. These are short experiential learning opportunities for those students who wish to travel abroad or have a placement outside of their normally allocated PLPs during their midwifery programme. Students are placed in partner organisations and are given separate documentation to complete during the placement and are supervised in practice in line with SSSA standards. The University has formal arrangements with host partners and has developed effective affiliations with these organisations to facilitate student mobility placements.

There are written agreements and commitment statements detailing the intention of ENU and the four partner health boards to work in partnership. This ensures there are sufficient appropriately qualified practice supervisors, practice assessors and academic assessors available to provide support and practice-based assessments.

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

MET **NOT MET**

R2.7 is met. Documentary evidence provides a comprehensive picture of how technology enhanced opportunities are used to enhance learning and assessment. The school has a simulation and clinical skills centre with low and high-fidelity resources, and a designated simulation and clinical skills team who are all simulation trained. Teaching in small groups ensures that students are supported appropriately. Simulation is streamed throughout the programme, for skills development and rehearsal and for assessment. Drop-in sessions are available for students should they feel the need for additional skills practice. The skills provision enables more flexible and responsive use of specialist equipment and allows student midwives to build confidence and competence in essential midwifery proficiencies. There's some opportunity for students to attend multidisciplinary midwifery skills drills in the placement area and CPFs facilitate simulated learning on a one-to-one basis or with small groups to aid students' skills in clinical practice.

Documentation shows that students consistently provide high satisfaction feedback on their experience of simulation and skills learning and teaching. Experience ranges from fundamental midwifery skills to immersive simulated experiences. One example is where students work with qualified midwives in a simulated workshop study day addressing a community obstetric emergency. Simulated learning opportunities are provided for students to practise and be assessed on those proficiencies which happen infrequently in practice and where specific clinical experience hasn't been available. Students tell us that there are also opportunities in practice to be involved in role play in multi-disciplinary team (MDT) skills sessions.

The programme team tell us that students have access to online resources such as foetal heart rate monitoring, infection control, and online medication calculations. They're able to access widespread resources via the library to enhance learning. National online resources are also used to support learning.

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

MET **NOT MET**

R2.8 is met. The programme meets the required hours and is structured to provide 50 percent theory (2325 hours) and 50 percent practice (2332.5 hours). There's a clear educational philosophy and the programme is organised into block weeks of theory and practice learning. In response to student feedback a flexible learning and teaching approach is incorporated in the new programme. Programme documentation demonstrates a blended teaching and learning strategy of lectures, small group tutorials, flipped classrooms, problem-based learning, simulation, self-directed and online learning, with a strong research/evidence-based practice focus.

Evidence provides assurance that the following requirements are met

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

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

YES **NO** **N/A**

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

YES **NO** **N/A**

There's no two-year programme being approved.

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

YES NO N/A

There's no 18-month programme being approved.

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

YES NO

The Scottish MPAD is awaiting recommendation for approval by the NMC. Condition two.

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

The Scottish MPAD is awaiting recommendation for approval by the NMC.

Condition two: Provide confirmation that the Scottish MPAD has been recommended for approval by the NMC. (SFNME R2.1; SPMP R2.1)

Date: 8 April 2021

Post event review

Identify how the condition(s) is met:

Documentary evidence shows that the pan-Scotland MPAD has been recommended for approval by the NMC.

Evidence:

Written communication from the pan-Scotland steering group confirming that the MPAD has been recommended for NMC approval, 6 May 2021
BM institution led review updated minutes, undated

Date condition(s) met: 7 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. The national strategic group for practice learning and the maternity education group Scotland (MEGs) have a remit to enhance and inform practice experiences for midwifery students. This encompasses the provision of learning opportunities for students to meet the SPM. Students at ENU complete seven practice learning modules across the three years and experience antenatal, intrapartum and postnatal and newborn care. At the beginning of the programme

students are allocated to a continuity of carer model or traditional placement model. Student journey examples for both routes and the approval process confirm there's a wide range of practice learning environments to provide students with authentic work experiences in a variety of midwifery and related care settings. This enables achievement of the SPM (NMC, 2019). The programme team tell us that supernumerary status is protected and this is confirmed by the students. The supernumerary requirement is documented.

There's a robust mechanism for monitoring student absence and sickness from the placement area. Effective liaison between CPF, practice assessors/practice supervisors, liaison lecturers and personal teachers is assured. An action plan is formulated if a student is having difficulties, to support them with their attendance in placement.

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. The documentation details the practice learning experiences planned for students over the course of the programme. The programme team and PLPs confirm there's sufficient practice learning experiences to support the student to gain experience in meeting the holistic needs of women, newborn, partners and families. These encompass the full scope of the midwife's role. Continuity of carer is evidenced throughout the programme within theory and practice elements.

Documentary evidence and the approval visit tell us that the best start continuity of carer model mandate for Scotland is being implemented and experienced by ENU students. All students will experience a midwifery caseload and continuity of care in clinical practice. Practice learning experiences of gynaecology, neonatal unit, transitional care and theatre are introduced in years two and three and meet the EU requirement of experience in these areas.

R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working

MET **NOT MET**

R3.3 is met. The school has an inter-professional learning (IPL) strategy which identifies areas for IPL in the curriculum and develops the IPL experience of student midwives. IPL is embedded in both theory and practice elements. Theoretical content throughout the programme reflects the importance of successful IPL and MDT working.

The programme team give examples of neonatal nursing students and midwifery students learning in a simulated environment. This includes devising an objective structured clinical examination (OSCE) orientated neonatal resuscitation scenario which was role played and assessed within the group. Other areas of exploration

include online IPL with medical students, perinatal mental health with mental health nursing students and sudden infant death with police officer students.

The senior leadership tell us they are talking at strategic level with practice partners to further embed IPL in practice. IPL activities which take place in practice learning environments are recorded in the MPAD. The MPAD 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. Students tell us that there are many opportunities to engage in IPL. This can occur in the routine course of the practice learning experience or through planned experiences in discussion with the practice supervisor.

R3.4 provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants

MET **NOT MET**

R3.4 is met. Programme documentation evidences that continuity of midwifery carer is embedded throughout the programme. The sample student journeys show how the student can meet the continuum of care. Students tell us there are opportunities to hold a case load which enables achievement of proficiencies related to continuity of midwifery carer. The programme team confirm this is across the continuum of care for all women and newborn infants with and without complications and further care needs. There are early adopters of the continuity of carer model in PLP where students undertake practice learning and all PLP will move to this model for all midwifery care.

R3.5 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services

MET **NOT MET**

R3.5 is met. Documentary evidence, the programme team and PLPs confirm that learning opportunities are made available to students to experience midwifery care for a diverse population across a range of settings. The PLPs serve a diverse community with different cultural, ethnic, economic and social demographics. The diverse community provides opportunities for students to experience specialist services with diverse groups.

Students document learning opportunities in the MPAD. The theoretical elements of the programme address the impact of diversity on health outcomes.

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. ENU provides learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise. The programme builds upon topics that increase in complexity and reinforces previous learning. It provides students with basic knowledge and skills of midwifery practice in year one. This is developed in subsequent years, identifying increasing complexity in caring for women and newborn infants coupled with clinical decision making and autonomous practice. The modules, complex care for women and newborn, and midwifery care and management of obstetric emergencies studied in year two build on the experience of uncomplicated midwifery care gained in year one.

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. The programme documentation shows processes are in place to take account of students' individual needs with regards to reasonable adjustments. Students are encouraged to disclose any disabilities from commencement of the programme to ensure early support. The AEI communicates its student support mechanisms, enabling them to seek support. Each cohort of students has an allocated disability contact academic who provides support for students and liaises closely with the central University disability services. Reasonable adjustments are implemented both in theory and practice. During induction in clinical practice the checklist in the MPAD includes discussion of any reasonable adjustments.

Students tell us that they have a clear understanding of the support which is available to them and are confident that their individual circumstances are taken into account in both theory and practice learning environments.

We're told that practice learning allocations are based on the student's term time postcode and car availability to take account of travelling distances and times. We viewed the online platform for clinical placements 'In Place' and noted the opportunity given for students to make requests based on personal circumstances.

Evidence provides assurance that the following requirements are met

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

YES **NO**

R3.9 ensure students are supernumerary

	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 8 April 2021		
Post event review		
Identify how the condition(s) is met	N/A	
Date condition(s):	N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Standard 4: Supervision and assessment

AEIs together with practice learning partners must:

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

R4.8 ensure the knowledge and skills for midwives set out in Article 40(3) and the activities of a midwife specified in Article 42 of Directive 2005/36/EC have been met as outlined in Annexe 1 of this document

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Documentary evidence and the approval process demonstrate that ENU and PLPs have robust procedures and policies in place and work collaboratively to provide support, supervision, learning opportunities and assessment which comply with the SFNME (NMC, 2018).

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

The programme handbook details the roles and responsibilities of the practice supervisor, practice assessor and academic assessor which meet the SSSA. PLPs tell us that there are sufficient suitably qualified midwives to assess students in the newborn and infant physical examination (NIPE). A national strategy has considered a once for Scotland approach to the management of this proficiency in clinical practice. To ensure ongoing capacity we are assured by the PLPs that training for new practice assessors/practice supervisors and NIPE examiners is in place. They tell us there will be particular attention to ensuring adequate numbers are maintained in the community settings.

Link lecturers and CPF provide additional support for learning and assessment in practice settings. Continuity of support throughout the programme is provided by the student's personal development tutor. The school also has three pastoral support advisors who are independent of the programme team. In addition, there's peer mentoring support through a buddying system.

Documentary evidence shows that students will be able to achieve the SPM (NMC, 2019) through access to a variety of practice learning experiences in PLP organisations. There are practice learning experiences in each year of the programme which are designed to facilitate students meeting a diverse range of people in a variety of practice and community settings. PLP senior managers and

PEFs tell us of the arrangements they have implemented in practice learning environments to ensure all practice learning opportunities meet the NMC standards.

Evidence from educational audits is used to quality assure practice learning environments. The programme team tell us module and practice placement evaluations are completed regularly and feedback and actions taken as a result are shared.

Students we met, confirm the process they would follow to raise and escalate any concerns in practice learning environments. They are aware of whistleblowing and raising and escalating concerns policies and their location on the practice learning site on the online platform. Students tell us they would feel confident to raise a concern and understand their professional responsibility to do so.

Any cause for concern about a student's performance is understood by practice supervisors and practice assessors. They tell us they are aware of policies and processes and their location on the practice learning platform.

Students tell us that support is excellent across 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 met. The roles of practice supervisors, practice assessors and academic assessors are fully evidenced in the programme handbook and the ongoing record of achievement (ORA) which is embedded in the MPAD.

PLPs confirm that online sessions giving information are available to help practice supervisors and assessors in supporting student midwives. Documentation shows there is an academic assessor's toolkit to prepare them for their role and confirms that there's a different academic assessor allocated for each part of the programme. Communication and engagement between the roles are evident in the documentation to ensure joint agreement on students' achievement of SPM for each part of the programme. The MPAD is used to guide and assess the student's practice learning and proficiencies and also captures students' achievement and progression There are signed learning agreements from the PLP organisations to support the SSSA.

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. The programme documentation has been clearly mapped to the SPM (NMC, 2019) in both theory and practice and to the programme outcomes. The MPAD 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 MPAD. The programme team tell us that the professional development portfolio, which is non-credit bearing, encourages students to reflect on clinical practice and prepares students for lifelong learning and NMC revalidation processes.

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

MET **NOT MET**

R4.4 is met. There's documentary evidence that processes are in place to provide students with formative and summative feedback throughout the programme to support their development in theoretical and practice learning.

The MPAD enables both the practice supervisor and practice assessor to provide ongoing formative feedback to the student in the practice setting. The academic assessor in collaboration with the practice assessor provides feedback on assessment and progression in practice learning. Additional support is provided by the student's personal tutor who monitors progress and development and also provides support throughout the programme.

SUCs are able to provide formative feedback on a student's performance who has been involved in their care as part of the practice assessment process. It is explicit in the MPAD that the student's practice assessor or practice supervisor approaches SUCs to obtain feedback.

The school has plans to develop authentic OSCE assessment involving SUC in simulation. Feedback on student performance will be gained by the programme team as part of the OSCE assessment process.

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: 8 April 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
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 qualification ² . 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 is no fall back award that enables registration as a midwife 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: 8 April 2021	
Post event review	
Identify how the condition(s) is met: N/A	
Date condition(s) met: N/A	

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

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for midwives</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration midwifery programmes</i> (NMC, 2019) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the LME	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route is not presented.		
List additional documentation: Raising and escalating concerns policy document, undated University whistleblowing policy, undated Student journey document, undated Student placement information packs, undated Approved BM Mott MacDonald scrutiny minutes PowerPoint, 8 April 2021 Midwifery institutional-led review, undated BM assessment briefs screenshot, undated Post approval visit documentary evidence to meet conditions: BM institution led review updated minutes, undated NMC condition statement, undated Email communication from pan-Scotland steering group confirming MPAD has been recommended for NMC approval, 6 May 2021 Online documentation reviewed: InPlace placement allocation, undated InPlace educational audit documents, undated InPlace student facing placement information undated		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study:		

BM: Year one x two 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: An apprenticeship route was not presented for approval.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input 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: Health Improvement Scotland (HIS) Borders general hospital. Safety and cleanliness inspection report, February 2017 HIS: Forth Valley royal hospital. Safety and cleanliness inspection report, December 2017 HIS: Forth Valley royal hospital. COVID-19 focused inspection report, March 2021 HIS: Queen Margaret hospital Fife. Safety and cleanliness inspection report, November 2015 HIS: Victoria hospital, Fife. Safety and cleanliness inspection report, April 2015		
If you stated no above, please provide the reason and mitigation: ENU is an established AEI and provider of midwifery education.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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Issue record

Final Report

Author(s):	Carol Rowe Hilary Lumsden	Date:	19 April 2021
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