

Programme approval report

Section one

Programme provider name:	University of Leeds
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	The Leeds Teaching Hospitals NHS Trust York and Scarborough Teaching Hospitals NHS Foundation Trust
Programme reviewed:	Registered Midwife - 18M <input type="checkbox"/> Registered Midwife - 24M <input type="checkbox"/> Registered Midwife - 36M <input checked="" type="checkbox"/> Registered Midwife - degree apprentice <input type="checkbox"/>
Title of programme(s):	BSc (Hons) Midwifery
Academic levels:	
Registered Midwife - 18M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 24M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 36M	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - degree apprentice	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF

	<input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11				
Date of approval visit:	30 June 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>20 September 2021</td></tr> <tr><td> </td></tr> </table>			20 September 2021	
20 September 2021					
QA visitor(s):	Registrant Visitor: Hilary Lumsden Lay Visitor: Sifelani Chikunya				

Section two

Summary of review and findings

The University of Leeds (UL) is an established and experienced approved education institution (AEI). The school of healthcare (the school) in the faculty of medicine and healthcare (the faculty) present a pre-registration midwifery programme for approval against the Nursing and Midwifery Council (NMC) Standards for student supervision and assessment (SSSA) (NMC, 2018), Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and Standards of proficiency for midwives (SPM) (NMC, 2019). The proposed programme is a full-time undergraduate three-year BSc (Hons) midwifery programme leading to professional registration as a midwife.

This programme approval was undertaken remotely due to COVID-19.

UL proposes one pre-registration midwifery programme delivered via blended learning. The programme at academic level six is a three-year programme with a proposed intake once a year, starting in September 2021. There'll be a maximum of 80 students in the first cohort. The programme is adopting the midwifery ongoing record of achievement (MORA) for the assessment of practice using the practice assessment record and evaluation (PARE). The MORA is the product of a collaborative development based on the established pan London model. The development of the MORA used regional stakeholder engagement including all lead midwives for education (LMEs) in England and Northern Ireland and is supported by Health Education England.

Programme documentation and the approval visit confirms effective partnerships between the AEI, students, practice learning partners (PLPs) and service users and carers (SUCs) at both operational and strategic level. Senior managers from PLPs agree to support practice learning opportunities designed to meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the SSSA and the SPMP. Domains one to five of the SPM are clearly mapped within the programme documentation. The skills detailed in domain six of the SPM are clearly visible and evidenced within the MORA, demonstrating what must be met at the point of registration as a midwife.

The documentation evidences collaboration between UL and key stakeholders in the development of the proposed midwifery programme. Strategic and operational meeting structures ensures that students, PLPs and SUCs participation in curriculum design and development is clearly stated. Documentation for the programme indicates curriculum content, modes of delivery and practice experiences are designed to meet the SSSA and the SPMP. There's a LME in post, who's registered with the NMC.

The SFNME is met at programme level.

The SSSA are met at programme level.

The programme is recommended to the NMC for approval with no conditions or recommendations.

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:
None identified.

Practice learning:
None identified.

Assessment, fitness for practice and award:
None identified.

Education governance: management and quality assurance:
None identified.

Date condition(s) to be met:

N/A

Recommendations to enhance the programme delivery:

None identified.

Focused areas for future monitoring:

None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: N/A	
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 type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	N/A

Section three

NMC Programme standards
<p>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)</p>

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.

There's evidence that UL is committed to robust partnership working with stakeholders in the development, delivery and evaluation of the programme at both strategic and operational levels. Key stakeholders include PLPs, students and SUCs. Documentary evidence and the approval process demonstrates a commitment to involve stakeholders in the development of the proposed programme.

Programme documentation and the approval visit confirm effective strategic and operational partnership working between UL and PLPs. A midwifery forum is an opportunity for PLP leads, heads of midwifery, the LME and link lecturers to share good practice and resources. There's evidence of a collaborative partnership approach to ensure governance structures are in place for student learning. UL and PLPs work in partnership to ensure practice learning environments provide a quality and safe learning experience. PLPs tell us that they work with UL to mitigate risks to student learning and public protection. Documentary evidence, the programme team and PLPs confirm there are processes in place to raise and escalate student and practice learning concerns. Collaborative reporting mechanisms are in place to manage and investigate serious untoward incidents which may have implications for student learning.

Practice learning facilitators (PLFs) provide a pathway for information sharing and are part of the practice placement quality group (PPQG). Membership of the PPQG can extend to include PLFs from regional practice partners.

PLPs tell us that there's regular reporting and effective communication with link lecturers, who visit students in practice learning environments. Robust systems are in place to enable quality supervision and assessment of student midwives. Effective communication systems exist between link lecturers and PLPs. There's evidence of a partnership approach to the operationalisation of the SSSA. The roles and responsibilities of practice assessors, practice supervisors and academic assessors are clearly detailed in the MORA. Practice assessors and practice supervisors confirm they're prepared for the supervision and assessment of students. The academic assessor role is supported by the school. Senior academic and PLP staff confirm that there's sufficient resources to deliver the programme.

There's evidence of SUC involvement in the programme. SUCs tell us that they attend programme team meetings and contribute to the planning of the curriculum. SUCs assist with the development of simulation scenarios and provide sessions including bereavement which receives positive feedback from the students. The MORA includes opportunities for SUCs to feedback on student achievement in the practice learning environment. Programme documentation confirms the involvement of women, partners and advocacy groups who contribute to the

programme. Students confirm SUC involvement in the programme, they tell us that they welcome all SUC involvement in the programme. SUCs contribute to formative simulated clinical assessments.

There's evidence of inter-professional learning (IPL) in theory and the practice learning environment. Students study an IPL unit of learning in the first year of the programme. IPL experiences in the practice learning environment are evidenced in the MORA.

Documentary evidence confirms UL have robust procedures in place for escalating concerns about safe and effective care in practice learning environments. Students, PLPs, practice assessors, practice supervisors and the programme team confirm they understand how to raise concerns in both the school and in practice learning environments. Students report being well supported in practice learning environments and feel well supported in reporting any issues or concerns relating to practice learning. There's awareness of the provision for protected time and students confirm that they're supernumerary in practice. Procedures are in place to identify any issues of concern relating to practice learning environments to manage and mitigate any risks to student learning. Students tell us that they meet with academic assessors throughout the year to review feedback received on placements. Action plans are in place to support students in their progression, following any concerns raised in practice.

Review of documentary evidence and discussions with the programme team confirm that maternity services users and advocacy groups are actively involved in all aspects of the programme from design, design development, teaching, assessment and on-going evaluation and monitoring of the programme. For example, the school works with the Leeds maternity voice partnership (LMVP) and the experts by experience (EbE) group. Members of both LMVP and EbE serve on the curriculum steering group (CSG) where they've helped to shape the development of the proposed programme.

To further support SUC involvement in the programme, the school of healthcare's experts by experience in education and research (SHEER) group is a community of active volunteers with a wide range of experiences of health and social care services. These experiences are shared across several disciplines including midwifery, nursing and social work. A SHEER committee of six representative EbEs and academic staff meet bi-monthly to navigate, promote and implement the strategy by capitalising on participants breadth of experience to influence the faculty environment. The faculty value what the public, patients and carers add to core faculty activities. EbE also include people from organisations that support women who use midwifery services, facilitating IPL and involvement in dedicated teaching sessions relating to experience, for example sunshine and smiles and stillbirth and neonatal death society charities. In practice women/families constantly give feedback to students and this is formalised within the placement assessment by inclusion of testimonies.

Students at the approval visit confirm their involvement during the development of the proposed programme. They tell us how they contributed to regular focus groups where the content and mode of delivery of the new programme were discussed. They also tell us of examples of suggestions they made and how these are incorporated into the proposed programme. The students tell us of examples of how SUCs are involved in their midwifery programme in various roles such as in recruitment, teaching and assessment. The students confirm that they interact with an ethnically diverse range of maternity SUCs and that they've also seen a real shift in the examples used in teaching. Students are very complimentary about the teaching team and tell us that they feel well-supported throughout the programme. They tell us how formative feedback forms an integral part of all elements of their programme. Students tell us how exceptional circumstances requiring reasonable adjustments are considered on their programme. Students have regular meetings with personal tutors and student wellbeing teams if required. We've given various examples of where reasonable adjustments have been made.

PLPs tell us of the integral part they played during curriculum development and how their input shaped the proposed programme. They also explain how arrangements for exceptional circumstances and reasonable adjustments work and how they communicate with the AEI. They also explain to us how they collect and use feedback from students including mechanisms for early escalation of concerns.

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

Literacy is supported in the programme by academic work and there's active support from skills@library that supports the development of academic skills. Students undertake numeracy workshops and skills-based learning throughout the programme. These skills are integrated in curriculum modules of learning and assessments to ensure students meet the programme outcomes. Mapping documentation, module outcomes and assessments detail how students gain the required numeracy, literacy and digital technology skills.

Students participate in digital and online networks, forums, conversations and co-created workspaces. These are supported by virtual learning environment (VLE) resources such as, Minerva, LinkedIn for learning, futurelearn and courserva which provide short courses on a range of topics. The virtual classroom is supported by further online platforms to offer synchronous video sessions. The MORA is embedded into the university platform pebblepad enabling student access to VLE in clinical practice. All students are issued with a tablet computer with all the supporting apps pre-loaded.

Students tell us that they're involved in shaping the blended learning delivery mode of the proposed programme.

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 N/A

There's no shortened pre-registration midwifery programme proposed.

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.

Existing students won't transfer to the proposed programme. The programme team tell us that students returning from an interruption are individually supported by the personal tutor and LME. They negotiate an individualised plan for any returning students.

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.

Current students transferred to the SSSA in April 2021. Students confirm they've transferred to the SSSA and are assigned practice supervisors and practice assessors who are prepared to support them in the practice learning environment.

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 30 June 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

MET NOT MET

Standard 2: Curriculum

AEIs together with practice learning partners must:

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

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

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

- R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes
- R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice
- R2.7 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required
- R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies, and
- R2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, and comply with Article 40 (1) and satisfy Article 41(1) of Directive 2005/36/EC (see Annexe 1) by meeting the following criteria:
 - R2.9.1 full time education and training as a midwife is a minimum of three years and 4,600 hours, or
 - R2.9.2 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of two years and 3,600 hours, or
 - R2.9.3 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

- R2.1 ensure programmes comply with the NMC [Standards framework for nursing and midwifery education](#) YES NO
- R2.2 comply with the NMC [Standards for student supervision and assessment](#) YES NO
- R2.3 ensure that programme learning outcomes reflect relevant *Standards of proficiency for midwives* YES NO

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

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

MET **NOT MET**

R2.4 is met. There's evidence of consultation with SUCs and that the school involve women, partners and advocacy groups in the design, development, delivery and evaluation of the programme. A range of primary evidence which includes minutes of the CSG, LMVP and service user feedback is provided to show the involvement of women, partners and advocacy groups.

SUCs who are present at the approval visit tell us of their involvement in recruitment, teaching and assessment activities on the programme corroborating documentary submissions and verbal evidence from the programme team. SUCs also explain how they were consulted during the development of the programme and give examples of how their contributions are incorporated into the programme being proposed. SUCs tell us that they feel valued by the programme team. They also explain how they're supported in the various roles they play on the programme. SUCs are supportive of the blended learning approach being adopted on the programme stating that online working makes it easier for SUCs to contribute to student learning.

There are clear examples of involvement with SUCs. For example, birthing experiences are used for students as foundations for theory sessions and role play groups are involved in classroom teaching with students as part of a formative objective simulated clinical examination. Breastfeeding peer support groups contribute to classroom teaching and SUCs tell us that those with a disability background are involved in interviewing students as part of the selection process.

Fathers and non-birth mothers tell us that they're listened to and have been involved in the development of the programme.

Evidence provides assurance that the following requirements are met

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

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

The programme isn't delivered in Wales.

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

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

MET **NOT MET**

R2.6 is met. Programme documentation and the approval visit confirm UL design and deliver a programme that supports students to gain relevant and ongoing exposure to midwifery practice. The curriculum is organised into nine modules such as, global and cultural insights, compassionate care, midwifery care and promoting excellence, with evidence-based practice being a recurring theme across the three years. Documentation shows the curriculum content is spiralled to allow greater complexity of topics through all three years to deepen students' knowledge. The inclusion of newborn and infant examination (NIPE) is threaded throughout the years of study of the programme. This allows students to build their knowledge and clinical skills over time to be NIPE competent at the point of registration. United nations children's emergency fund (UNICEF) baby friendly initiative (BFI) accreditation gives students core knowledge and skills in infant feeding and is assessed in theory and in practice.

Student journey and flowchart documentary evidence and discussion at the approval visit confirm students have varied practice learning environment experiences in each year including community, antenatal practice, clinics, intrapartum and postnatal care. In year one, students are based with a team of community midwives and have exposure to continuity of care teams.

Placement in year three supports the opportunity to undertake an elective placement in an alternative NHS trust. Students can spend two weeks in a practice learning environment or undertake a learning opportunity in another country. All alternative practice learning environments are subject to a risk assessment process. The programme team tell us that this practice learning experience counts towards the required attendance in terms of hours spent in practice. They tell us that students are assessed against relevant skills and competences within these practice learning environments. The electronic MORA facilitates assessment in other areas of practice. We're assured that practice supervisors and practice assessors are prepared and are SSSA compliant.

There's a dedicated practice placement unit (PPU) which oversees and manages placement allocation and liaises with PLPs regarding capacity.

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. The programme team presents a blended learning midwifery programme. Most of the theoretical content is delivered so that students can access remotely in synchronous and asynchronous modes for example via webinars, narrated videos and podcasts. There's some taught face-to-face elements to the programme, delivered to allow students to choose whether to attend or access remotely. For example, tutorials which can be accessed through live streaming media or lecture captured for later access. There's face-to-face

contact through thematic/skills weeks where all students are in attendance. Simulated skills delivery is also recorded for both live streaming and needs based access. The programme team and documentary evidence confirm that this allows greater flexibility for students and potentially widens access for some student groups. Students have access to digital support and training via online library facilities such as supporting the development of academic skills. The midwifery team's approach to blended learning is informed by their experience of delivering the academic content of the current programme online since the COVID-19 pandemic and by student feedback on the different approaches used. The UL digital education service is working with the team to develop immersive learning materials.

There's a range of teaching methods, e-learning packages and resources that allow for flexibility of access. The blended learning materials promote student engagement and immersion with theoretical content and encourage independent learning, reflective immersion and collaborative engagement with peers, healthcare professionals and SUCs.

The clinical skills suite offers simulated education as part of the midwifery programmes to provide student midwives with authentic experiences to prepare them for clinical practice. Simulation provides a safe learning environment for students to apply theory to clinical scenarios and is offered in preparation for placements to give students the necessary skills in line with their level of practice. Simulation is utilised as part of the blended learning approach. The programme team confirm that there are dedicated midwifery resources to meet the needs of midwifery students simulated learning needs. Through this approach to skills-based education, students are equipped to identify and respond to clinical scenarios (including obstetric and neonatal emergencies) and test their communication, attitudes and interventions with women and supporters. This helps students to improve applied knowledge about childbearing and pathophysiology whilst becoming aware of reducing stigma, diagnostic overshadowing, prioritisation and interventional decision-making. This includes being equipped to deliver care to people with multiple and complex health issues. Simulated education isn't used to replace practice learning hours in the midwifery programme.

The MORA is accessed online via UL PebblePad platform.

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. A total of three stages of learning, consisting of nine modules has been designed over the three-year period. There's an equal balance of theory and practice learning across the three-year programme with 2,400 hours theory and 2,400 hours practice. Each module proforma and other programme documentation evidence a range of blended learning strategies and independent study. Programme documentation demonstrates 50 percent in theory and 50 percent

practice. Module proforma outlines specify study hours and a narrative document indicates how each contributes towards achievement of the 2,400 hours theory learning and 2,400 hours practice learning.

Formative assessments and assessment types are detailed. Students receive formative assessment in theory and practice learning. They can practise skills needed for the range of assessments throughout the programme. Assessment types include written, verbal, practical and examinations, simulated practice, poster presentation and reflective logs. Assessments are planned for across each year of study. Documentary evidence shows assessment dates and types are made clear to students for each year of the programme.

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 shortened pre-registration midwifery programme proposed.

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

YES NO N/A

There's no shortened pre-registration midwifery programme proposed.

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 <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date:	30 June 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 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. UL ensures practice learning opportunities enable students to develop and meet the SPM. Student achievement of the proficiencies is documented in the MORA. Documentary evidence confirms practice learning environments expose students to learning experiences across all areas of maternity care. These include community, antenatal, postnatal, delivery suite, neonatal intensive care units, specialist clinics and midwifery led care. Students work to the continuity of carer protocol in trust organisations.

All practice learning environments are subject to educational audit. Midwifery link tutors and PLFs work in partnership to undertake educational audits. The audit process ensures practice learning environment quality and safety and that they're appropriate to support midwifery students. The identification of learning opportunities and assurance of capacity and appropriate practice assessors and practice supervisors is evidenced as part of the audit process. PLPs tell us that some practice learning environments are shared with other AElS and that all must meet the requirements of the educational audit. PLPs tell us that there's capacity within practice learning environments for the proposed student numbers. They confirm that they work in partnership with the school and the PPU to manage this effectively. There's a placement management system that maximises the utilisation of circuit capacity and ensures efficiency in placement allocation offering students exposure to a variety of learning environments. The programme management group and practice placement sub-group meet to adopt a co-ordinated approach to midwifery allowing for the planning of student recruitment and placement. The school and PLPs continue to fully operationalise existing placements through a collaborative approach to programme planning and modelling to ensure that placements are utilised to full capacity.

There's evidence that students evaluate all practice learning environments on completion of the placement. Students tell us that they're well supported in appropriate practice learning environments. Students evaluate their placement experience via an online PARE system. This sends an automated announcement to PLFs and link lecturers that an evaluation has been completed. The system also identifies any issues or concerns raised in the evaluation for immediate attention. Placement evaluations are considered within the programme management group meetings once each semester and includes students and PLPs. Student placement evaluations are also discussed within the wider school quality monitoring groups. Feedback from evaluations is also shared with students via student/staff partnership fora.

The process for raising and escalating concerns is clearly detailed in the programme documentation. Students, PLPs, practice assessors and practice supervisors and the programme team confirm that they understand how to raise concerns in both the school and in practice learning environments and that there's an established process for the escalation of concerns in practice.

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 students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families. Students tell us that they're supported in the practice learning environment to gain the experiences required for them to meet programme outcomes. Programme documentation, the programme team and PLPs confirm that there are sufficient numbers of practice learning experiences to ensure students gain experience in the holistic needs of those who access maternity services.

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. Programme documentation confirms there's one module of learning which ensures IPL in year one. Students learn from nursing professionals as part of the integration of ethical and moral practice throughout all stages of the programme. The provision of theoretical teaching and learning activities delivered by academic nursing colleagues with expertise in the field, facilitates the opportunity to explore ethical, moral and legal issues which extend beyond contemporary midwifery practice. This complements the learning opportunities facilitated by midwifery academics, by considering the application of ethical principles to midwifery practice. Midwifery students are taught by pharmacists in medicines management elements of the programme. There are a number of cross-disciplinary learning opportunities within the theoretical component of the programme including opportunities to learn with students from across the faculty during IPL days, which focus on issues such as breaking bad news and mental health.

The implementation of NIPE within the programme provides opportunities for students to engage with academic and practice-based learning facilitated by paediatric and neonatal colleagues. This includes advanced neonatal nurse practitioners, consultant neonatologists and neonatal nurses.

Students and PLPs tell us that there's opportunities in practice learning environments for students to work with a range of health and social care professionals. Students with the support of practice assessors and practice supervisors are required to demonstrate active responsibility for ensuring they

engage in interdisciplinary and practice learning visits to gain exposure to a broad range of multi-agency teamworking experiences. These are documented in the MORA.

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

MET **NOT MET**

R3.4 is met. Students and PLPs tell us that there are learning opportunities that enable the achievement of the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants. The MORA sets out the progression points and expectations for learning. The MORA is used to monitor student attendance and practice hours. Students work to a continuity of carer protocol in all PLP organisations gaining exposure to continuity of carer in community placements.

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. The programme team, PLP and students describe the opportunities for midwifery care for a diverse population across a range of settings, including midwifery led services. The global and cultural insights module in year two examines factors that cause disparities in health status, health resources and access to health information and health services, particularly for those in low resource countries. This module helps students to understand further health and social inequalities and their determinants.

There's a wide range of ethnic groups in the geographical area. In placement, students care for women and their families from a range of diverse populations including, gypsy, Romany, travellers and teenage mothers. Students have community placements with Ha'amlia, which is a unique midwifery service that provides enhanced care for ethnic minority women including asylum seekers and refugees. Placements with drug and alcohol misuse, teenage pregnancy, perinatal mental health teams provide a wide range of experience of diverse communities.

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. UL provides learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and

newborn infants when complications and additional care needs arise. These include physical, psychological, social, cultural and spiritual factors. The spiral curriculum further develops subjects in subsequent years, identifying increasing complexity and the leadership skills required to support service improvement.

The geographical location of practice learning environments within the north of England provides students with exposure to women and families with different needs related to health inequalities. Practice learning opportunities cover the range of obstetric led and midwifery led community services. Student midwives can experience a range of neonatal care during their programme from uncomplicated neonatal care to intensive care.

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. Programme documentation confirms that effective processes are established to ensure that student individual need and personal circumstance are given consideration in the allocation of placements. This includes making reasonable adjustments for students with learning, physical and social needs. Reasonable adjustment information is detailed in school and programme documentation.

Students are placed in one PLP that has two maternity units for the majority of the programme. Students can request placements in the second PLP for one or more placements. The programme team tell us that this supports students to meet the requirements of the programme whilst managing their own commitments. Occupational health reviews enable staff to work with new students to accommodate reasonable adjustments and practice learning environments are audited on the ability to make reasonable adjustments. Within the school there's an academic lead for wellbeing and every student is allocated a personal tutor at the start of the programme.

Students tell us that their individual needs are considered in the practice learning environment and that reasonable adjustments are in place. Students confirm they understand the process for accessing additional support if required.

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 <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: 30 June 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 demonstrates UL and PLPs have robust procedures and policies in place to evidence how support, supervision, learning opportunities and assessment comply with SFNME. Students have access to academic assessors for academic support and a range of UL student support services available online. Examples include numeracy and library support.

Students are supported by link lecturers, practice assessors and practice supervisors in the practice learning environment. Academic assessors work in partnership with practice assessors and students. They meet with students and practice assessors at the end of each placement to review progress towards achievement of the SPM and support further development needs.

Academic staff are suitably qualified to deliver the proposed programme. PLPs and the programme team confirm there are sufficient appropriately prepared practice assessors, practice supervisors and academic assessors to support delivery of learning in practice learning environments. Additionally, there's assurance from PLPs that there are sufficient appropriately qualified assessors for the NIPE element of the programme.

Students tell us that they're well supported academically and in the practice learning environment. They confirm that they can access student services who provide support with academic writing and study skills development. Students are well informed about how to access academic support in the school and in practice learning environments. Students tell us that formative and summative feedback on assignments effectively supports and enables their academic progress. The range of assessments detailed in the programme specification and module proforma indicate students should develop a wide range of skills relevant to midwifery practice.

Documentary evidence and the approval process confirm students are able to achieve the requirements of the SPM through accessing a variety of practice placements. There are practice learning experiences in each year of the programme that are designed to facilitate students meeting a diverse range of

people in a variety of settings. All practice learning environments are subject to educational audit.

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 MORA sets out the roles and responsibilities of the practice supervisor, practice assessor and academic assessor. All student midwives are allocated a practice supervisor, practice assessor and academic assessor to support their learning and assessment in practice and confirm their progression.

The preparation of practice assessors, practice supervisors and academic assessors is explicit within the school SSSA implementation strategy. The approval visit provides assurance that SSSA preparation is implemented across PLP organisations.

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

MET **NOT MET**

R4.3 is met. Programme documentation is mapped to the SPM in both theory and practice and to programme outcomes. Domains one to five are clearly mapped within the programme documentation. External examiners review the assessments for quality purposes.

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

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

MET **NOT MET**

R4.4 is met. Students receive feedback in both practice and theory from a range of stakeholders. Feedback from practice supervisors and interim formative assessments with their practice assessor are recorded in the MORA. SUC feedback is included in the MORA. Students tell us that they find it useful to receive feedback from SUCs.

Feedback on formative assessments aims to prepare student midwives for their summative assessments. Feedback on summative assessments aims to prepare students for their future assessments and includes commentary on areas of strength and areas for development. Students tell us formative assessment supports them in their summative assessments.

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: 30 June 2021

Post event review

Identify how the condition(s) is met:
 N/A

Date condition(s) met:
 N/A

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

Standard 5: Qualification to be awarded

AEIs together with practice learning partners must:

- R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level
- R5.2 notify students during and before completion of the programme that they have [five years](#) to apply to register with the NMC if they wish to rely on this qualification¹. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

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

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

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

YES NO

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

YES NO

Fall Back Award

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

YES NO N/A

There's no fall back 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 NO

Outcome

Is the standard met?

MET NOT MET

Date: 30 June 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

MET **NOT MET**

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: No apprenticeship route is being considered for approval.		
List additional documentation: None identified.		
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: September 2018 x two students September 2019 x four students September 2020 x two students		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: No apprenticeship route is being considered for approval.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: Care Quality Commission (CQC) inspection report, Leeds Teaching Hospitals NHS Trust, 15 February 2019		
If you stated no above, please provide the reason and mitigation: This is an established AEI and visits to facilities weren't needed.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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

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

Issue record

Final Report

Author(s):	Hilary Lumsden Sifelani Chikunya	Date:	7 July 2021
Checked by:	Ian Felstead-Watts	Date:	9 July 2021
Submitted by:	Lucy Percival	Date:	23 July 2021
Approved by:	Leeann Greer	Date:	30 July 2021