

Programme approval report

Section one

Programme provider name:	Buckinghamshire New University
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	Buckinghamshire Healthcare NHS Trust Frimley Health NHS Foundation Trust Royal Berkshire 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 with NMC registration
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:					
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: Rachael Spencer Lay Visitor: Sophia Hunt				

Section two

Summary of review and findings

Buckinghamshire New University (BNU) is a Nursing and Midwifery Council (NMC) approved education institution (AEI) and has seven schools. The school of nursing, midwifery and allied health at BNU has submitted for approval a full-time three-year pre-registration BSc (Hons) Midwifery, leading to professional registration as a midwife, for approval against the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019), scheduled to commence September 2021.

These findings are based upon analysis of the documentation submitted to support the programme intentions and discussion with the programme team and key stakeholders at the approval visit via remote means because of COVID-19 restrictions.

The taught theoretical element of the programme takes place at two of BNU's campuses, Uxbridge and Aylesbury. There has been extensive investment in facilities at both campuses for simulation of practice to enhance student learning.

The programme documents detail the development of a curriculum philosophy and structure, considering national and regional evidence and reports. The programme design is 50 percent theory and 50 percent practice, delivered in modules. Modules are structured to support student learning, with a variety of learning strategies, formative and summative assessments. Support mechanisms across theory and practice are evident. Several themes run across the programme's modular structure: self-care, evidence-based practice, communication and optimising physiological processes.

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

Documentation for the programme indicates curriculum content, modes of delivery and practice experiences. Practice placements are spread across a wide geographical area, allowing all students to experience the full range of midwifery care provision. Educational audits of practice areas used for student learning are undertaken by the AEI in order to determine suitability. Procedures are in place to deal with any issues of concern relating to practice learning environments to manage and mitigate student learning risks. The programme team works collaboratively with its practice learning partners (PLPs) to address any concerns raised in external system regulator reports, including those from the Care Quality

Commission (CQC). This collaboration ensures that action plans are implemented which aim to prevent any compromise regarding safety within the practice learning environment or the quality of the student learning experience. Recognition of prior learning (RPL) is not available for pre-registration midwifery programmes.

The programme documentation and approval process confirm evidence of effective partnership working between the education institution and key stakeholders. There is clear evidence of the involvement of each key stakeholder group and their commitment to the co-production, delivery and continual enhancement of the programme. We met with the programme team, PLPs, students on other healthcare programmes at BNU and service users and carers (SUCs) during the remote approval visit. Students spoke highly of the university facilities and their course teams.

We met with five service users who are involved in the programme, including interviewing for prospective students and contributing to learning and teaching. Three of the service users we met were co-chairs of maternity voices partnerships (MVPs) and therefore brought a wealth of experience to the BNU.

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

The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The programme is recommended to the NMC for approval subject to three NMC conditions, two joint NMC and university conditions and one university condition. Two NMC recommendations are made.

This visit was undertaken via remote means due to COVID-19 restrictions.

Updated 9 July 2021:

Evidence has been provided that the NMC conditions set at the approval visit have been met. The AEI has confirmed that the university condition has been 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

<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>Condition two: The programme team must provide a robust action plan to provide assurance that practice learning staff are adequately prepared for the MORA implementation. (SFNME R5.8; SPMP R4.1)</p> <p>Condition three: Provide a contextual document to demonstrate how the MORA will include confirmation of the programme requirements for proficiencies students have to complete for each part of the programme and how students' progress through the programme will be managed, including any flexibility on hours/proficiencies. (SFNME R5.11; SPMP R4.1)</p> <p>Condition four: Provide an explicit mapping of the assessment of the Standards of proficiency for midwives (SPM) (NMC, 2019) against the module learning outcomes. (SPMP R4.3)</p> <p>Condition five: Programme documentation (including the MORA context document) must clarify how assessment of systematic physical examination of the newborn is operationalised in the programme. (SPMP R4.3) (NMC and university condition)</p> <p>Condition six: Clarity should be demonstrated within the programme specification and module descriptors regarding the aspects of the programme that will be delivered online, ensuring that at least 75 percent of the programme remains 'in attendance' as the primary regime of delivery. Consideration must also be given to how attendance will be monitored for online provision. (University condition)</p>
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	<p>Education governance: management and quality assurance:</p> <p>Condition one: Provide a resource statement that clarifies the capacity, facilities and resources in place to deliver safe and effective learning and assessment as required by programme learning outcomes (to include consideration of two intakes per year). (SFNME R2.14; SPMP R2.1) (NMC and university condition)</p>
Date condition(s) to be met:	15 July 2021
Recommendations to enhance the programme delivery:	<p>Recommendation one: Consider developing a system that ensures students are assigned to a different academic assessor for each part of the programme. (SSSA R6.1; SPMP R4.2)</p> <p>Recommendation two: Consider signposting the role of the academic assessor to students. (SPMP R4.2)</p>
Focused areas for future monitoring:	<p>Visibility of the LME role within the senior leadership team.</p> <p>Implementation of the strategy for the engagement of experts by experience within the programme.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The university has met the conditions set out by the panel at the approval visit.

The programme team have provided a resource plan that clarifies the capacity, facilities and resources in place to deliver safe and effective learning and assessment as required by programme learning outcomes (including consideration of two intakes per year). Condition one is now met.

The programme team have provided a comprehensive action plan to ensure that practice learning staff are adequately prepared for the MORA which will be implemented with the new programme. Condition two is now met.

A context document has been provided that demonstrates how the MORA will include confirmation of the programme requirements for proficiencies students have to complete for each part of the programme, and how students' progress through the programme will be managed, including any flexibility on hours/proficiencies. Condition three is now met.

The programme team have provided mapping of the assessment of the SPM against the module learning outcomes. Condition four is now met.

Documentary evidence shows how assessment of systematic physical examination of the newborn is operationalised in the programme. Condition five is now met.

The AEI has confirmed that the university condition has been met.

The programme is recommended for approval.

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:	9 July 2021

Section three

NMC Programme standards
Please refer to NMC standards reference points Standards for pre-registration midwifery programmes (NMC, 2019) The Future midwife: Standards of proficiency for registered midwives (NMC, 2019) Standards framework for nursing and midwifery education (NMC, 2018) Standards for student supervision and assessment (NMC, 2018)

NMC Programme standards

[The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates](#) (NMC, 2015 updated 2018)
[Quality assurance framework for nursing, midwifery and nursing associate education](#) (NMC, 2020)
[QA Handbook](#) (NMC, 2020)

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.

Please refer to the following NMC standards reference points for this section:

[Standards framework for nursing and midwifery education](#) (NMC, 2018)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC [Standards for student supervision and assessment](#)

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

Programme documentation and the approval process provide clear evidence of effective partnership working between BNU, the programme team and key stakeholders who have been engaged in the co-production of the programme. There's a clear commitment to partnership working at both strategic and operational levels. Stakeholders include representative partner organisations, students on other BNU healthcare programmes, service users and clinical colleagues. The MORA includes involvement of SUCs and students in feedback, supervision and assessment processes.

Entry requirements for the programmes are clear on the website and in programme documentation. Documentary analysis evidences a commitment to interviewing and selection processes to include SUCs, PLPs and students.

There's evidence of inter-professional learning (IPL) appropriate to the programme and profession. This is evident in the programme documentation. Opportunities for IPL within the practice learning setting is evidenced within MORA documentation.

The evidence indicates that the university has mechanisms to gather student feedback on modules and placements for review at committees concerned with quality review.

Programme documentation evidences the distinct roles of academic assessor, practice supervisor and practice assessor. In practice learning environments, students will receive feedback from their practice supervisors and practice assessors at specific stages, as identified within the MORA and the context document. The assessment and feedback process indicates it will take into account students' individual learning needs including reasonable adjustments and support needs. The link lecturer role, referred to as a practice visitor, is separate and undertaken by members of the programme teaching team who link with identified practice placement areas providing support to students and midwives, and to undertake programme updates and education audits. Practice visitors provide an essential chain of communication between the university and practice environment. This role is in addition to those required of the SSSA.

There's a LME in post who is registered with the NMC. Senior school staff tell us there is currently one full-time midwifery member of academic staff (the LME) and

two part-time midwifery members of academic staff employed to deliver the programme. The school proposes to utilise existing dual-qualified (midwifery and nursing) academic staff to support the programme. There is currently a risk to the academic resourcing of the programme and student support. This is supported by the documentation reviewed. (Condition one)

A range of providers support the delivery of the programme, and the programme team works collaboratively with its PLPs to address any concerns raised in external system regulator reports. This collaboration ensures that action plans are implemented to assure a safe practice learning environment and the quality of the student learning experience. A process to raise and escalate any concerns is in place for students, practice supervisors and practice assessors in practice learning environments. PLPs tell us they're able to provide sufficient quality practice learning opportunities for student support and supervision in practice to meet the SPMP and SPM.

There's an indicative placement plan for the full duration of the programme, and we are told that students will rotate around some experiences.

We find strong evidence of effective partnership working between the programme team and key stakeholders. The documentary analysis demonstrates the team's commitment to work with key stakeholders to co-produce, deliver and continually enhance the programme. This is confirmed by all stakeholders attending the remote approval visit.

A series of curriculum design events were hosted by the university to ensure inclusive consultation during programme development. At the remote approval visit PLPs, students on other BNU healthcare programmes and SUCs confirm the effectiveness of the partnerships. Key stakeholders tell us that their role and contribution to programme development is valued. There is a clear commitment from the university and its stakeholders to work together to support the implementation, delivery, evaluation and enhancement of the programme.

We met with five maternity service users who have been actively involved with the development of the university's midwifery programme. The service users reported feeling valued as equal partners to academic staff on interview panels and that they had been well prepared and supported in this role. The service users tell us how they have been involved with the development of the programme, discussing key themes they would like to have within the programme (such as communication and optimising physiological processes) and that they will be involved in programme delivery and evaluation.

Within our documentary analysis we found evidence of comprehensive strategies which aim to provide students with personal, academic and practice support across learning environments, which are student centred. At the remote approval visit we met six current students from other BNU healthcare programmes.

Students report high levels of support from their respective programme teams and more widely in the university.

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**

Senior school staff tell us there is currently one full-time midwifery member of academic staff and two part-time midwifery members of academic staff employed to deliver the programme. The school proposes to utilise existing dual-qualified (midwifery and nursing) academic staff to support the programme. There is currently a risk to the academic resourcing of the programme and student support. This is supported by the documentation reviewed.

Condition one: Provide a resource statement that clarifies the capacity, facilities and resources in place to deliver safe and effective learning and assessment as required by programme learning outcomes (to include consideration of two intakes per year). (SFNME R2.14; SPMP R2.1) (NMC and university condition)

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

MET **NOT MET**

Post event review

Identify how the condition(s) is met:

Condition one: The programme team have provided a resource plan that clarifies the capacity, facilities and resources in place to deliver safe and effective learning and assessment as required by programme learning outcomes (including consideration of two intakes per year). Condition one is now met.

Evidence:
Resource plan, 5 July 2021

Date condition(s) met: 9 July 2021

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

Student journey through the programme

Standard 1: Selection, admission and progression

AEIs must:

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

AEIs together with practice learning partners must:

- R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
- R1.5 confirm on entry to the programme that students:
 - R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document
 - R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
 - R1.5.3 demonstrate values in accordance with [the Code](#)
 - R1.5.4 have capability to learn behaviours in accordance with the Code
 - R1.5.5 have capability to develop numeracy skills required to meet programme outcomes
 - R1.5.6 can demonstrate proficiency in English language
 - R1.5.7 have capability in literacy to meet programme outcomes
 - R1.5.8 have capability for digital and technological literacy to meet programme outcomes
- R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes
- R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the [NMC Guidance of health and character](#). This includes satisfactory occupational health assessments and criminal record checks
- R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse determinations made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully
- R1.9 ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and

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

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

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

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

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

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

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

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

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

YES NO

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

YES NO

R1.5.3 demonstrate values in accordance with the Code

YES NO

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

YES NO

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

YES NO

R1.5.6 can demonstrate proficiency in English language

YES NO

R1.5.7 have capability in literacy to meet programme outcomes

YES NO

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

YES NO

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

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

MET NOT MET

R1.6 is met. BNU documentary evidence makes explicit the entry requirements for literacy and numeracy. Students perform a self-assessment of digital and technological literacy. The learning and teaching strategy aims to incorporate interactive modes of delivery in both classroom and simulation settings aimed at

enhancing digital and technological literacy. Students have access to robust support services including SN@P, an online competency testing and learning resource for numeracy and literacy, online support services and a dedicated lecturer to support the development of professional and ethical social media participation. Students who encounter difficulties with literacy and numeracy can access the wider university support services and may ask for one to one development sessions.

Numeracy is embedded throughout the midwifery programme in both theory and practice learning with increasing complexity.

Literacy, digital and technological literacy are embedded in module delivery and linked to module assessment. Students are required and supported to access various digital/online learning platforms in support of blended learning delivery.

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

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.

There are no current midwifery students as BNU is a new midwifery programme provider.

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.

There are no current midwifery students as BNU is a new midwifery programme provider.

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: 15 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 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

R2.1 is not met. Senior school staff tell us there is currently one full-time midwifery member of academic staff and two part-time midwifery members of academic staff employed to deliver the programme. The school proposes to utilise existing dual-qualified (midwifery and nursing) academic staff to support the programme. There is currently a risk to the academic resourcing of the programme and student support. This is supported by the documentation reviewed. (Condition one)

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

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

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

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

R2.4 is met. There is evidence that women and local MVPs have been involved in the design, development and plans for delivery of the programme. BNU have plans to actively involve SUCs at a strategic and decision-making level within the school. The MORA provides opportunity for SUCs to provide feedback to students about the care they've provided.

At the approval women who have used maternity services tell us they are involved in curriculum design and interviewing students. They report that they feel valued and are excited to be involved in the implementation of the new 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 is delivered in England.

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

R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice
 MET NOT MET

R2.6 is met. Programme documentation and the MORA evidence that theory and practice learning are designed and delivered within the programme. Year one students work under direct supervision of a registered midwife with increasing indirect supervision as they progress through the programme. The indicative midwifery allocation plan is clear regarding what the experiences entail and the

variety of settings that students are engaged with throughout the programme. During the remote approval process, PLPs tell us that their practice learning environments will support students and provide relevant and ongoing exposure to midwifery practice. They tell us they are working towards continuity of carer models, as well as providing students with a full range of maternity care experiences.

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 demonstrates that technology-enhanced and simulated learning opportunities are used proportionately across the programme to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required. There are clear references to technological systems that can be accessed by the student and the use of virtual learning environment (VLE), assessments and simulation in skills. Documentation clearly states that simulation-based learning enhances skills development within midwifery education. Simulated education will not be used to replace practice hours in the midwifery programme.

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 is structured to provide 50 percent theory and 50 percent practice, divided into theory and practice modules. There is no compensation across modules. Programme documentation demonstrates that a range of teaching and learning strategies are used including face-to-face lectures, seminars and clinical 'skills and drills' sessions. This is underpinned by blended-learning opportunities that utilise the VLE and other technology platforms, such as SN@P. Simulation is used as a learning strategy for skills rehearsal for practice.

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**

<p>R2.9.2 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of two years and 3,600 hours, or YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p> <p>The programme is not designed as a shortened two-year pre-registration midwifery programme for registered adult nurses.</p> <p>R2.9.3 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice. YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p> <p>An 18-month route is not presented for approval.</p>	
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>Senior school staff tell us there is currently one full-time midwifery member of academic staff and two part-time midwifery members of academic staff employed to deliver the programme. The school proposes to utilise existing dual-qualified (midwifery and nursing) academic staff to support the programme. There is currently a risk to the academic resourcing of the programme and student support. This is supported by the documentation reviewed. (Condition one)</p> <p>Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to assessment are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Outcome</p>	
<p>Is the standard met? MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/></p> <p>Senior school staff tell us there is currently one full-time midwifery member of academic staff and two part-time midwifery members of academic staff employed to deliver the programme. The school proposes to utilise existing dual-qualified (midwifery and nursing) academic staff to support the programme. There is currently a risk to the academic resourcing of the programme and student support. This is supported by the documentation reviewed.</p> <p>Condition one: Provide a resource statement that clarifies the capacity, facilities and resources in place to deliver safe and effective learning and assessment as</p>	

required by programme learning outcomes (to include consideration of two intakes per year). (SFNME R2.14; SPMP R2.1) (NMC and university condition)

Date: 15 June 2021

Post event review

Identify how the condition(s) is met:

Condition one: The programme team have provided a resource plan that clarifies the capacity, facilities and resources in place to deliver safe and effective learning and assessment as required by programme learning outcomes (including consideration of two intakes per year). Condition one is now met.

Evidence:

Resource plan, 5 July 2021

Date condition(s) met: 9 July 2021

Revised outcome after condition(s) met:

MET **NOT MET**

Standard 3: Practice learning

AEIs together with practice learning partners must:

R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives

R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families

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

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

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

R3.6 provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual

R3.7 take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities

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

R3.9 ensure students are supernumerary

Findings against the standard and requirements

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

R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives

MET **NOT MET**

R3.1 is met. There's evidence and clarity of what experiences each student will have to ensure practice learning opportunities that enable students to develop and meet the SPM. Each student's learning is recorded through the MORA and monitored by the practice assessors and academic assessors.

Domains one to five of the SPM are mapped within programme documentation. The skills detailed in domain six are visible and evidenced within the MORA, demonstrating what must be met at the point of registration as a midwife.

BNU has procedures in place for escalating concerns about safe and effective care. These are communicated clearly in student-facing documentation.

Students are told on the website that their placements will be local to them, to make it more accessible and promote employment post-registration.

R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families

MET **NOT MET**

R3.2 is met. There's evidence that shows students will experience the role and scope of the midwife, enabling them to provide holistic care to women, newborn infants, partners and families. All students will experience a continuity of carer model and have the opportunity to learn with and from women and babies with complex care needs.

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

MET **NOT MET**

R3.3 is met. The documentation shows a strong emphasis on the importance of interdisciplinary and multi-agency working and the development of skills in these areas. The MORA provides templates for students to record and reflect on any IPL undertaken with members of the multidisciplinary team, and for students to self-evaluate and reflect on their practice learning experiences.

R3.4 provide students with learning opportunities to enable them to achieve the

proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants

MET **NOT MET**

R3.4 is met. There is evidence of a clear and agreed midwifery placement plan between the AEI and the PLPs to enable students to achieve the proficiencies related to continuity of midwifery carer. We're assured through the placement allocation model and through discussion with PLPs at our visit that all students will have opportunities to achieve the proficiencies of continuity of midwifery carer.

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

MET **NOT MET**

R3.5 is met. Documentary evidence in the midwifery allocation planner and practice learning tracker indicates that students will have opportunities to experience midwifery care for a diverse population across a range of settings. The experiences each student will have will be recorded in the MORA and this will be monitored by the practice assessors and academic assessors, to ensure that each student achieves the programme requirements and SPM.

The programme utilises a number of practice placement areas across a large geographical area that encompasses a diverse population and client group. All of the trusts that are utilised for placements within the programme have midwifery-led services embedded within them and are working towards continuity of carer service provision.

The MORA requires students to record and reflect on practice experiences, to demonstrate their adherence to the values and criteria of the Code (NMC, 2018). 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. BNU 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, including as they relate to physical, psychological, social, cultural and spiritual. The programme curriculum is designed to build upon topics that increase in complexity and reinforce previous learning. The curriculum provides a fundamental knowledge base of midwifery practice in year one which is built upon in subsequent years,

identifying increasing complexity in caring for women and newborn infants coupled with clinical decision making and autonomous practice.

The MORA is designed to document students' developing knowledge and understanding when caring for women and newborn infants with additional needs. The MORA interim reviews and holistic assessment require students to be assessed against the professional behaviours required of a registered midwife as documented in the Code (NMC, 2018).

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 indicates that effective processes have been established to ensure that the students' individual needs and personal circumstances are given consideration in the allocation of placements. This includes making reasonable adjustments for students with learning and physical needs. All students are placed as close to home as possible, within the constraints of student placement numbers.

Evidence provides assurance that the following requirements are met

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

YES **NO**

R3.9 ensure students are supernumerary

YES **NO**

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

YES **NO**

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

YES **NO**

Outcome

Is the standard met?

MET **NOT MET**

Date: 15 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 not met. Senior school staff and the PLPs we met tell us that any issues which arise will be monitored through a partnership process and any risks to

students' practice learning will be collaboratively managed. Evidence from educational audits will be used to determine suitability of practice learning environments.

Documentary evidence shows that students will be able to achieve the SPM through access to a variety of practice learning experiences in PLP organisations.

There's documentary evidence of a BNU fitness to practise policy and process, and raising and escalating concerns, and students are made aware of these when they undertake preparation for practice at the start of the programme.

The programme specification indicates that students have access to academic tutors for academic support and a range of wider university student support services. Students confirmed the effectiveness of these mechanisms and praised the support they received from their programme teams.

BNU is to use the MORA. Practice supervisors and practice assessors tell us they have received limited preparation for their role in supervising and assessing students' practice learning using the MORA for this new programme. (Condition two)

Practice assessors aren't able to describe how students' progress throughout the programme will be managed, assessed and monitored. (Condition three)

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

MET **NOT MET**

R4.2 is met. Documentary evidence regarding the role and function of the practice supervisor, practice assessor and academic assessor is provided. The roles of practice assessors and practice supervisors are detailed within the MORA. We are told how academic assessors will be allocated to groups of student midwives, but it is not clearly articulated how this will be monitored. (Recommendation one)

Students we met are not able to clearly articulate the role of the academic assessor. (Recommendation two)

The nominated person in each practice setting is captured in the MORA. The MORA is used to guide and assess the student's practice learning and proficiencies and also captures students' achievement and progression.

There's documentary evidence of partnership working with PLPs to identify placement capacity issues and any issue that impacts on students' learning in practice. There are fitness to practise regulations, processes and policies such as raising concerns, equality and diversity.

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

MET **NOT MET**

R4.3 is not met. The MORA details and records achievement of the proficiencies in the practice learning environment and progression through each part of the programme. Domains one to five are mapped and the skills detailed in domain six are clearly visible and evidenced within the MORA, demonstrating what must be met at the point of registration as a midwife.

The mapping doesn't evidence when and how the SPM are formally assessed within the module learning outcomes of the programme. We therefore need assurance that the module learning outcomes reflect achievement of the programme outcomes and NMC standards throughout the programme. (Condition four)

PLPs tell us they're aware of the need to support the supervision and assessment of students in practice learning environments in relation to examination of the newborn. It is not clear in programme documentation or to PLPs how assessment of systematic examination of the newborn will be operationalised in this new programme. (Condition five)

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

MET **NOT MET**

R4.4 is met. There's documentary evidence in the programme handbooks and module specifications that students will receive constructive feedback throughout the programme. There is formative feedforward and summative feedback on theoretical assessments with standard university feedback mechanisms achieved in a timely manner. Current BNU healthcare students indicate that they receive timely and developmental written and verbal feedback on assessments.

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

Evidence provides assurance that the following requirements are met

R4.5 ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 percent

YES NO

R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife

YES NO

R4.7 ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives, and

YES NO

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

YES NO

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

YES NO

Practice supervisors and practice assessors tell us they have received limited preparation for their role in supervising and assessing students' practice learning using the MORA for this new programme. (Condition two)

Practice assessors aren't able to describe how students' progress throughout the programme will be managed, assessed and monitored. (Condition three)

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**

Practice supervisors and practice assessors tell us they have received limited preparation for their role in supervising and assessing students' practice learning using the MORA for this new programme.

Condition two: The programme team must provide a robust action plan to provide assurance that practice learning staff are adequately prepared for the MORA implementation. (SFNME R5.8; SPMP R4.1)

Practice assessors aren't able to describe how students' progress throughout the programme will be managed, assessed and monitored.

Condition three: Provide a contextual document to demonstrate how the MORA will include confirmation of the programme requirements for proficiencies students have to complete for each part of the programme and how students' progress through the programme will be managed, including any flexibility on hours/proficiencies. (SFNME R5.11; SPMP R4.1)

The mapping doesn't evidence when and how the SPM are formally assessed within the module learning outcomes of the programme.

Condition four: Provide an explicit mapping of the assessment of the SPM against the module learning outcomes. (SPMP R4.3)

It is not clear in programme documentation or to PLPs how assessment of systematic examination of the newborn will be operationalised in this new programme.

Condition five: Programme documentation (including the MORA context document) must clarify how assessment of systematic physical examination of the newborn is operationalised in the programme. (SPMP R4.3) (NMC and university condition)

Date: 15 June 2021

Post event review

Identify how the condition(s) is met:

Condition two: The programme team have provided a comprehensive action plan to ensure that practice learning staff are adequately prepared for the MORA which will be implemented with the new programme. Condition two is now met.

Evidence:
MORA implementation plan, 6 July 2021

Condition three: A context document has been provided that demonstrates how the MORA will include confirmation of the programme requirements for proficiencies students have to complete for each part of the programme, and how students' progress through the programme will be managed, including any flexibility on hours/proficiencies. Condition three is now met.

Evidence:
MORA context document, July 2021
Practice learning handbook, July 2021

Condition four: The programme team have provided mapping of the assessment of the SPM against the module learning outcomes. Condition four is now met.

Evidence:

Mapping document, undated

Condition five: Documentary evidence shows how assessment of systematic physical examination of the newborn is operationalised in the programme. Condition five is now met.

Evidence:

MORA context document, July 2021

Practice learning handbook, July 2021

Date condition(s) met: 9 July 2021

Revised outcome after condition(s) met:

MET **NOT MET**

Standard 5: Qualification to be awarded

AEIs together with practice learning partners must:

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

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

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

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

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

YES **NO**

R5.2 notify students during and before completion of the programme that they have [five years](#) to apply to register with the NMC if they wish to rely on this

qualification². In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

YES NO

Fall Back Award

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

YES NO N/A

There are no exit awards that confer NMC registration.

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: 15 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

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 for approval.		
List additional documentation: Post visit evidence: Mapping document, undated MORA context document, July 2021 MORA implementation plan, 6 July 2021 Practice learning handbook, July 2021 Resource plan, 5 July 2021 University panel chair's approval of condition confirmation email, 9 July 2021		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: One x second year adult nursing One x first year operating department practitioner (ODP) One x second year ODP Two x first year nursing associate One x second year nursing associate		
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 is 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, state where visited/findings: Short videos were shown, demonstrating the maternity care facilities at each of the PLPs.		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: London North West University Healthcare NHS Trust CQC inspection report, 6 November 2019 West London NHS Trust CQC inspection report, 2 June 2020		
If you stated no above, please provide the reason and mitigation: This approval visit was conducted remotely due to the COVID-19 pandemic. We were able to view short videos demonstrating the maternity care facilities at each of the three PLPs and a brief overview of the university campuses and facilities.		
Additional comments: None identified.		

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

Issue record

Final Report

Author(s):	Sophia Hunt Rachael Spencer	Date:	19 June 2021
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