

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	University of Suffolk
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	West Suffolk NHS Foundation Trust James Paget University Hospitals NHS Foundation Trust Norfolk and Norwich University Hospitals NHS Foundation Trust East Suffolk and North Essex NHS Foundation Trust Queen Elizabeth Hospital King's Lynn NHS Foundation Trust Private, voluntary and independent health care providers
<b>Programme(s) reviewed:</b>	
<p>Programme: Pre-registration Midwifery - Short course Title of programme: BSc (Hons) Midwifery [Shortened] Programme start date: 4 January 2021</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p> <p>Programme: Pre-registration Midwifery Title of programme: BSc (Hons) Midwifery Programme start date: 4 January 2021</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p>	
<b>Date of approval</b>	27 July 2020
<b>QA visitor(s):</b>	Registrant Visitor: Angela Poat Lay Visitor: Sophia Hunt

**Section two**

**Summary of review and findings**

The University of Suffolk (the university) is an established and experienced NMC approved education institution (AEI). The university submitted for approval a three-year pre-registration BSc (Hons) midwifery programme and a two-year BSc (Hons) midwifery (shortened) programme. There are no fall-back exit awards with eligibility to register with the NMC.

The programmes are designed to meet the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2018) and the Standards of proficiency for midwives (SPM) (NMC, 2019). The two-year (shortened) programme is designed for registered nurses (adult field).

The programme documentation and approval process confirm evidence of effective partnership working between the university and key stakeholders including practice learning partners (PLPs). There's clear evidence of the involvement of key stakeholder groups who confirm their commitment to the co-production, delivery and continued enhancement of the programmes. We met with the programme team, PLPs, students and service users and carers during the approval visit which was conducted remotely due to COVID-19.

The practice placements for the programmes are drawn from a large geographical area and are provided by the following PLPs: West Suffolk NHS Foundation Trust, James Paget University Hospitals NHS Foundation Trust, Norfolk and Norwich University Hospitals NHS Foundation Trust, East Suffolk and North Essex NHS Foundation Trust, Queen Elizabeth Hospital King's Lynn NHS Foundation Trust and also placements with private midwives.

The taught theoretical element of the programmes takes place at the university campus. Simulation of practice learning takes place on campus, and NHS trust premises are also used for additional simulation activities arranged by practice education facilitators (PEFs) within partnership organisations.

The university has adopted the pan-England and Northern Ireland midwifery ongoing record of achievement (MORA). This initiative provides a consistent approach to the assessment of practice which is understood and welcomed by the PLPs we met.

The programme team work collaboratively with PLPs to address 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 of safety within the practice learning environment or the quality of the student learning experience.

Current students who attended the approval visit spoke highly of the programme and the course team. Students are well informed about the changes to the NMC Standards, including the changes to student supervision and assessment.

The service users we met confirm involvement in the programme, interviewing for prospective students and contributing to learning and teaching.

We are assured that the Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

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

The programme is recommended to the NMC for approval subject to one joint NMC and university condition being met. The university made two further conditions and three recommendations.

Updated 7 September 2020:

The university has provided evidence to meet the joint NMC and university conditions. They confirm the two university conditions are met.

All conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	Programme is recommended for approval subject to specific conditions being met
<b>Conditions:</b>  <i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i>  <i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i>	<b>Effective partnership working: collaboration, culture, communication and resources:</b>  Condition three: Provide more specific guidance to students, practice supervisors, practice assessors and academic assessors on University of Suffolk expectations of proficiencies to undertake for each progression point of the programmes. (SFNME R3.2; SPMP R2.1) (NMC and university condition)  <b>Selection, admission and progression:</b>  None identified

	<p><b>Practice learning:</b> None identified</p> <p><b>Assessment, fitness for practice and award:</b> Condition two: To make the level four safeMedicate exam a pass/fail element. (University condition)</p> <p><b>Education governance: management and quality assurance:</b> Condition one: To tidy up the documentation, including correcting any typographical errors and inconsistencies and providing more up-to-date references. (University condition)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>7 September 2020</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: To continue embedding and enhancing the biological, medical, social and cultural aspects of midwifery for women of diverse ethnic, cultural and linguistic backgrounds throughout all taught modules. (University recommendation)</p> <p>Recommendation two: To consider how to provide further opportunities for a diverse range of service users to engage more widely with the course, including interview days, delivery, assessment and evaluation of learning. (University recommendation)</p> <p>Recommendation three: To consider the assessment strategy at level six to provide further written assessment opportunities. (University recommendation)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>None identified</p>

Programme is recommended for approval subject to specific conditions being met	
<p><b>Commentary post review of evidence against conditions:</b></p> <p>The programme team has provided a revised MORA contextualising documents for both programmes which detail specific guidance on the proficiencies students are expected to undertake for each progression point of the programmes. This includes clear information about the roles of the practice supervisor, practice assessor and academic assessor in the process.</p> <p>Condition three is met.</p> <p>The AEI has confirmed that the university conditions are met.</p>	
<b>AEI Observations</b>	<p><b>Observations have been made by the education institution</b></p> <p>No</p>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval
<b>Date condition(s) met:</b>	7 September 2020

### Section three

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

QA Framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook (September 2018 updated July 2019)

## 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 robust evidence of effective partnership working between the programme team and key stakeholders. Documentary analysis demonstrates the programme 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 approval visit.

A series of curriculum design events were hosted by the university to ensure inclusive consultation during programme development. PLPs, students, service users and carers confirm the effectiveness of the partnerships. Key stakeholders tell us their role and contribution to programme development is valued. There's a clear commitment from the university and its stakeholders to work together to support the implementation, delivery, evaluation and enhancement of the programme.

A range of PLPs describe effective links with the university and the lead midwife for education (LME). PEFs working with the university oversee all student placement allocations ensuring sufficient capacity, and an appropriate and diverse range of practice learning opportunities are provided to students. They describe effective partnership working with link lecturers and personal tutors.

We met with two maternity service users who are actively involved with the university's midwifery programme; they confirm the involvement of other service users in the programme. For example, they described sessions with students including up to five service users telling their birth stories. Both service users we met tell us of feeling valued as equal partners to academic staff on interview panels for prospective students and they had been well prepared and supported in this role. One service user tells us how they have been involved in teaching on the programme, discussing normality and homebirth with students, during their complex care module. This was well received by students and a positive experience for the service user.



Documentary analysis confirms evidence of comprehensive strategies which aim to provide student centred personal, academic and practice support across learning environments. Students report high levels of support in both practice and the university. Students confirm they had been invited to be involved in the development of the new programme but hadn't taken up this opportunity. One student we met had taken up this opportunity and reports that the programme team considered their opinions, alongside those of PLPs and service users. Consensus was reached on key decisions across all stakeholders attending the meetings which have shaped the new programme.

The university have transitioned all current midwifery students to the SSSA, via a major modification of the programme in 2019. There's strong evidence in place that the university and their PLPs are well prepared for integrating these standards into the new programmes. This was verified by PLPs, practice supervisors, practice assessors and students we 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 1: Standards framework for nursing and midwifery education and**

**Met**

**Gateway 2: Standards for student supervision and assessment**

**Met**

**If not met, state reason**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

N/A

**Revised outcome after condition(s) met:**

N/A

## Student journey through the programme

### Standard 1: Selection, admission and progression

#### AEIs must:

- 1.1 Appoint a lead midwife for education who is responsible for midwifery education in the AEI
- 1.2 Inform the NMC of the name of the lead midwife for education
- 1.3 Ensure recognition of prior learning is not permitted for pre-registration midwifery programmes

#### AEIs together with practice learning partners must:

- 1.4 Ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
- 1.5 Confirm on entry to the programme that students:
  - 1.5.1 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
  - 1.5.2 Demonstrate an understanding of the role and scope of practice of the midwife
  - 1.5.3 Demonstrate values in accordance with the Code
  - 1.5.4 Have capability to learn behaviours in accordance with the Code
  - 1.5.5 Have capability to develop numeracy skills required to meet programme outcomes
  - 1.5.6 Can demonstrate proficiency in English language
  - 1.5.7 Have capability in literacy to meet programme outcomes
  - 1.5.8 Have capability for digital and technological literacy to meet programme outcomes
- 1.6 Support students throughout the programme in continuously developing their

abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes

1.7 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

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

1.9 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

1.10 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).

*Evidence provides assurance that the following requirements are met:*

### **1.1 Appoint a lead midwife for education who is responsible for midwifery education in the AEI**

Yes

**1.2 Inform the NMC of the name of the lead midwife for education**

Yes

**1.3 Ensure recognition of prior learning is not permitted for pre-registration midwifery programmes**

Yes

**1.4 Ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education**

Yes

**1.5.1 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

**1.5.2 Demonstrate an understanding of the role and scope of practice of the midwife**

Yes

**1.5.3 Demonstrate values in accordance with the Code**

Yes

**1.5.4 Have capability to learn behaviours in accordance with the Code**

Yes

**1.5.5 Have capability to develop numeracy skills required to meet programme outcomes**

Yes

**1.5.6 Can demonstrate proficiency in English language**

Yes

**1.5.7 Have capability in literacy to meet programme outcomes**

Yes

**1.5.8 Have capability for digital and technological literacy to meet programme outcomes**

Yes

*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*

**1.6 Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes**

**Met**

R1.6 is met. Student facing documentation makes explicit the expectation for students to continuously develop their skills in numeracy, literacy and digital and technological literacy during the programme. This documentation clearly shows how module content and learning and teaching resources support students to continuously develop these skills. Numeracy is assessed yearly and incrementally to demonstrate 100 percent numeracy at end of programme. Students report effective library resources which includes an online live chat facility which supports digital and literacy skills development. The programme team and students tell us literacy and digital and technological literacy are developed throughout the programme to meet module and programme outcomes. This is documented through the mapping of module and programme content to learning outcomes and the SPM.

*Evidence provides assurance that the following requirements are met:*

**1.7 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

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

Yes

**1.9 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

**1.10 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

*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.**

Documentary evidence and the approval visit confirm current students aren't being transferred to the new programme. The programme team tell us any first year (January 2020) students who step off the current programme in future will complete an individualised transition process to join the new programme on their return. The programme team have completed a mapping of the current programmes against the new programmes, and have identified transition points including what students would need to do to address any gaps in learning and practice experience.

*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.**

Documentary evidence and the approval visit confirm that all current students transferred to the SSSA in September 2019 following a major modification to the programme. Students, PLPs, practice supervisors and practice assessors tell us this is working well in practice.

**Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met**

Yes

**Outcome**

**Is the standard met?**

*Met*

**Date: 27 July 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

*N/A*

**Revised outcome after condition(s) met:**

*N/A*

**Standard 2: Curriculum**

**AEIs together with practice learning partners must:**

2.1 Ensure programmes comply with the NMC Standards framework for nursing and midwifery education

2.2 Comply with the NMC Standards for student supervision and assessment

2.3 Ensure that programme learning outcomes reflect the NMC Standards of proficiency for midwives

2.4 Involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes

2.5 Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

2.6 Design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice

2.7 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

2.8 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

2.9 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:

2.9.1 Full time education and training as a midwife is a minimum of three years and 4,600 hours, or

2.9.2 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

2.9.3 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.

*Evidence provides assurance that the following requirements are met:*

**2.1 Ensure programmes comply with the NMC Standards framework for nursing and midwifery education**

**No**

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

**2.2 Comply with the NMC Standards for student supervision and assessment**

**Yes**



**2.3 Ensure that programme learning outcomes reflect the NMC Standards of proficiency for midwives**

**Yes**

*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.*

**2.4 Involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes**

**Met**

R2.4 is met. Documentary evidence and the approval visit provide assurance that women and advocacy groups are involved in the design, development and evaluation of the programmes. The programme team tell us the new programmes have a women's centred focus replacing a risk-based discourse in the previous curriculum. The service users we met welcome this development.

The university have active service users and carers represented at a strategic and decision-making level within the faculty, for example as members of the school executive. Service users tell us they're involved in teaching and interviewing students and feel valued. They report receiving a card from the university with feedback from students of teaching sessions they've undertaken.

Students and PLPs confirm the involvement of service users in student selection interviews and teaching sessions.

*Evidence provides assurance that the following requirements are met:*

**2.5 Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language**

**N/A**

*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.*

**2.6 Design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice**

**Met**

R2.6 is met. Documentary analysis and the approval process confirm the programme is designed to ensure there's ongoing exposure to midwifery practice.

There are theory and practice modules sequenced in the programme to enable the development, integration and application of midwifery knowledge and skills to midwifery practice.

There are practice modules in each year of the programme, enabling students to gain experience applicable to their level of study and build on their practical experiences to ensure proficiency in midwifery practice at the point of registration.

The midwifery placements allocation plan clearly illustrates to students the range of practice experiences in the programme and the variety of settings including maternity hospital, community midwifery and midwifery specialist placements. Students on the three-year programme also have experience in medical and surgical practice placement areas which isn't required for the two-year programme.

The programme team, in partnership with PLPs, plan placements for each student and each year using the placement allocation plan, ensuring each student has the correct range of practice learning experiences. All agreed placements are allocated and disseminated to PLPs by the placement administration team who also record and monitor students' attendance in practice. Academic assessors and the programme lead track the completion of each student's programme hours and placements undertaken.

PEFs in each NHS trust tell us they oversee all student placement allocations including allocation of practice supervisors and practice assessors. PLPs tell us a hub and spoke model is used to structure student practice experiences, providing relevant and ongoing exposure to midwifery practice. PLPs tell us they are working towards continuity of carer models, as well as providing students with a full range of maternity care experiences. Students tell us they are attached to one NHS trust and a community team during the programme gaining a good variety of practice experiences including health visiting, high and low risk care, gynaecology and critical care.

*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.*

**2.7 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***

R2.7 is met. There's documentary evidence that technology-enhanced and simulated learning opportunities are used effectively and proportionately to meet the requirements of the programme.

There are clear references to technological systems in the programme that will be accessed by students, including the use of a virtual learning environment (VLE) for teaching, learning and library resources. Students use technology for submission of assessments and engaging in clinical simulation using the university clinical skills suite. Simulation is included in the module midwifery practice three, with newborn and infant physical examination scenarios, and in the midwifery practice two module artificial rupture membrane, suturing and emergency scenarios are undertaken. Students have the opportunity to undertake practical obstetric multi-professional (PROMPT) sessions which gives them experience of obstetric emergencies in a real-time environment.

PLPs tell us that students attend NHS trust-initiated simulation sessions, which is part of midwives mandatory training and helps students acquire proficiency in clinical skills that occur infrequently such as breech birth and shoulder dystocia.

Students report positively about the online library 'live chat' facility providing instant answers to their queries and questions.

*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.*

**2.8 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**

***Met***

R2.8 is met. Documentary evidence and the approval process confirm the curriculum provides equally balanced programmes of theory and practice learning, incorporating a variety of practice experiences and teaching and learning strategies.

The programmes are comprised of theory and practice modules incorporating 63 weeks of practice in the three-year programme and 45 weeks in the two-year programme. The programme team confirm the programmes are equally balanced in theory and practice and the 50:50 split of theory and practice complies with the 4600 hours requirement for the three-year programme and 3600 hours for the two-year programme. The volume of hours is specified in the modules.

The programmes offer students face to face learning and discussion opportunities, through a combination of lectures, seminars and clinical 'skills and drills' sessions. The programme team describe problem-based learning and working methods to develop students clinical reasoning and judgement skills. This approach is underpinned by blended-learning opportunities that utilise the VLE and other technology platforms, such as safeMedicate.

Students tell us of opportunities in practice learning environments to join in with clinical skills and professional development sessions provided to the midwives as part of their continuous professional development (CPD). Students tell us this presents valuable learning opportunities, as well as greater insight into the role of the midwife and the CPD for midwives promoted by their host organisations.

*Evidence provides assurance that the following requirements are met:*

**2.9.1 Full time education and training as a midwife is a minimum of three years and 4,600 hours, or**

**Yes**

**2.9.2 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**

**2.9.3 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.**

**No**

An 18-month pre-registration midwifery programme is not proposed.

**Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met**

**No**

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

**Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to assessment are met**

**Yes**

**Outcome**

**Is the standard met?**

***Not Met***

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

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

**Date: 27 July 2020**

**Post Event Review**

**Identify how the condition is met:**

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

Condition three is met.

**Evidence:**

Revised, MORA context document, shortened programme, September 2020

Revised, MORA context document, shortened programme, track changes, September 2020

Revised, MORA context document, three-year programme, September 2020

Revised, MORA context document, three-year programme, track changes, September 2020

**Date condition(s) met:** 7 September 2020

**Revised outcome after condition(s) met:**

Condition three is met.

**Standard 3: Practice learning**

**AEIs together with practice learning partners must:**

3.1 Provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives

3.2 Ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families

3.3 Provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working

3.4 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

3.5 Provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services

3.6 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

3.7 Take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities

3.8 Ensure students experience the range of hours expected of practising midwives, and

3.9 Ensure students are supernumerary

*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.*

**3.1 Provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives**

**Met**

R3.1 is met. Documentary evidence and the approval visit confirm practice

learning opportunities are planned into the programme to enable students to develop and meet the SPM.

The midwifery placements allocation plan details the experiences each student will have based on a hub and spoke model. The programme team, using the placement allocation plan in conjunction with PLPs, plan placements for each student each year to make sure that each student has the correct range of practice placements. Programme documentation and PLPs confirm there's a diverse range of placements to support student development and achievement.

PLPs report a strong partnership approach with the university in monitoring practice learning opportunities. PEFs, link lecturers and clinical practice facilitators provide key articulation points ensuring the effectiveness of the partnership in enabling students to develop and meet the SPM.

Each placement is subject to educational audit undertaken in partnership by PLPs and the university. Each placement details the learning opportunities available to students in a placement profile.

There are PLP and university agreements specific to midwifery practice support providing clarity regarding the available number of placements, practice supervisors and practice assessors to support students.

There's a midwifery allocation plan in place agreed with PLPs which indicates the area of practice for each student allocation. This may vary depending on the midwifery model of care used.

The MORA details the skills and proficiencies required to meet the programme outcomes. Each student's practice learning and achievement is tracked and recorded in the MORA and monitored frequently by the practice supervisors, practice assessors and yearly by academic assessors and the programme lead.

### **3.2 Ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families**

#### ***Met***

R3.2 is met. There's documentary evidence to confirm students will experience the role and scope of the midwife, enabling them to provide holistic care to women, newborn infants, partners and families. The programme is designed to link theory from module learning with practice experiences in public health, mental health and societal issues that influence the health and wellbeing of women, infants and families. Module content emphasises the importance of cultural awareness and holistic, compassionate care.

The MORA incorporates assessment of the student in providing holistic care to women, infants and families.

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

### **3.3 Provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working**

#### ***Met***

R3.3 is met. There's evidence in student facing documentation, the midwifery allocation planner and student midwifery hours and placement tracking document which confirms that student placements will provide students with the opportunity to achieve the proficiencies related to interdisciplinary and multi-agency team working. PLPs indicate in their trust welcome handbook that students will have the opportunity to learn from and work with, health visitors, obstetricians, anaesthetists, nurses in neonatal and gynaecology specialities, social workers and physiotherapists.

Interdisciplinary working is incorporated throughout the curriculum in module learning outcomes and module content at each year of the programme, for example in the continuum of midwifery care and infant feeding module. Clinical experiences which support the achievement of the programme requirements and the SPM will be recorded and monitored in the MORA. Monitoring will be undertaken by the practice assessor and academic assessor. Scrutiny of specific inter-professional learning proficiency completion and student evidence referenced to support these will be documented in the MORA. Students undertake PROMPT training sessions which are centred in multi-disciplinary working and give them experience of obstetric emergencies in a real-time environment.

### **3.4 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***

R3.4 is met. There's evidence of a clear and agreed midwifery placement plan between the university and PLPs to enable students to achieve the proficiencies related to continuity of midwifery care for all women and newborn infants. PLPs tell us they are at different stages in delivering a continuity of carer service for women and families and one PLP highlighted the work of their continuity of carer team. PLPs confirm students will have opportunities to achieve the proficiencies of



continuity of midwifery carer in all practice learning placements.

**3.5 Provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services**

***Met***

R3.5 is met. Documentary evidence in the midwifery allocation planner confirms that students will have opportunities to experience midwifery care for a diverse population across a range of settings including continuity of carer and midwife led care. The diversity and range of learning experiences for students is recorded in the MORA by practice supervisors and will be monitored by practice assessors and academic assessors using the midwifery hours and placement tracking document. This ensures students achieve the programme requirements and SPM. PLPs and students tell us they have a variety of placements with diverse populations including midwifery led services.

**3.6 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**

***Met***

R3.6 is met. There's documentary evidence in the programme plan and practice learning tracker that students will have learning opportunities to develop knowledge, skills and behaviours related to the physical, psychological, social, cultural and spiritual care needs of women and newborn infants with complications and requiring additional care. This is demonstrated in specific module learning outcomes and module content predominantly in year two and three. Year one modules are mapped to relevant SPM.

The experiences planned for students will be recorded in the MORA and monitored by practice assessors and academic assessors to ensure achievement of the programme requirements and SPM which are mapped in the MORA. Students tell us service users share examples of their experiences with them, and the inclusion of service users in skills and simulation sessions further enhances their learning.

**3.7 Take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities**

***Met***

R3.7 is met. Students' individual needs and personal circumstances are considered when allocating placements. The programme team and PLPs tell us placements are planned to be as close to home as possible for students. Students confirm they are informed of how to request a change of placement area upon allocation, and what constitutes the exceptional circumstances required for requesting a change. Students, PLPs and the programme team tell us this process works well and is timely when required.

There's documentary evidence of a university policy for making reasonable adjustments, and the student handbook informs students of the range of services and resources available dependent on their needs. There's a reasonable adjustments section in the MORA for students with declared needs which informs their learning plan discussion with practice supervisors and practice assessors. PLPs provide examples of reasonable adjustments they have made for students and confirm they aim to match students to placements. Students gave examples of how adjustments were made for students with dyslexia and for other students' referral to counselling services. Students are positive about the support received in theory and practice settings.

*Evidence provides assurance that the following requirements are met:*

**3.8 Ensure students experience the range of hours expected of practising midwives, and**

**Yes**

**3.9 Ensure students are supernumerary**

**Yes**

**Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met**

**Yes**

**Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met**

**Yes**

**Outcome**

**Is the standard met?**

**Met**

**Date: 27 July 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

**N/A**

**Revised outcome after condition(s) met:**

**N/A**

**Standard 4: Supervision and assessment**

**AEIs together with practice learning partners must:**

4.1 Ensure that support, supervision, learning opportunities and assessment that complies with the NMC Standards framework for nursing and midwifery education

4.2 Ensure that support, supervision, learning opportunities and assessment that complies with the NMC Standards for student supervision and assessment

4.3 Ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes

4.4 Provide students with feedback throughout the programme to support their development

4.5 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

4.6 Assess students to confirm proficiency in preparation for professional practice as a midwife

4.7 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

4.8 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

*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.*

**4.1 Ensure that support, supervision, learning opportunities and assessment that complies with the NMC Standards framework for nursing and midwifery education**

***Met***

R4.1 is met. Documentary evidence of stakeholder and programme team meetings confirm the programmes have been designed and structured to meet the requirements of the SFNME.

Governance frameworks are in place to assure student support, supervision, learning and assessment. PLPs describe regular communication and meetings with the university as well as strong links with the university and the LME to manage and mitigate risks to student learning. Educational audits are undertaken every two years, additional audits will be undertaken if there are issues or concerns identified in a practice learning environment. Action plans from systems quality reviews such as CQC are incorporated into the educational audits. PLPs and the university confirm that any CQC issues and incidents impacting on practice learning are managed collaboratively. Students describe as good the support received in practice learning environments from clinical staff, link lecturers and personal tutors when high risk events occur. There's an appropriate external examiner appointed for the programme.

There's documentary evidence of sufficient resources and academic staff to support and deliver the programmes. Practice learning agreements are in place between the university and PLPs. PLPs confirm there are sufficient practice supervisors, practice assessors and practice placements to support student learning. PEFs tell us they monitor the number of available placements and practice supervisors and practice assessor capacity. They report having a capacity formula in place for determining the number of students allocated to midwives.

There's documentary evidence to confirm that students have appropriate learning opportunities and support in theoretical learning and assessment, through discussion groups, personal tutor support and module supervision. Students tell us they feel supported by the programme team and have opportunities to discuss issues in discussion groups and personal tutorials.

Documentary evidence confirms that students evaluate both theory and practice learning. Students, PLPs and the programme team tell us this process works effectively.

There's documentary evidence of effective communication between the practice assessor and academic assessor to identify and address issues related to practice learning with both students and PLPs.

Students tell us they know about and how to access the procedure and process for raising concerns in the university and the practice learning environment. There's documentary evidence of a fitness to practise policy, procedures and resolution. Students, practice supervisors and practice assessors tell us they understand and are aware of these processes.

Students and PLPs confirm effective communication with and support from the programme team.

#### **4.2 Ensure that support, supervision, learning opportunities and assessment that complies with the NMC Standards for student supervision and assessment**

##### ***Met***

R4.2 is met. Documentary evidence and discussions at the approval visit confirm the programmes have been designed and structured to meet the requirements of the SSSA. Evidence indicates student support, supervision, learning opportunities and assessment complies with the SSSA. The SSSA was implemented in 2019 following a major modification to the current programmes.

The role of practice supervisor and practice assessor and how they are prepared is fully evidenced. PLPs confirm practice supervisor and practice assessor preparation is an ongoing process in collaboration with the university. They report that training for midwives who haven't previously been mentors is now underway.

Documentary evidence and the programme team confirm a different academic assessor is allocated to each student for each progression point of the programme. The academic assessor will meet with students at least once a year. PLPs tell us they receive lists of academic assessors allocated to each student in readiness for student placement experience. University staff confirm support and ongoing development of the academic assessor role.

The context document and MORA confirms how practice supervisors and practice assessors communicate with each other regarding their students. Arrangements for collation of information, evidence and collaboration between the practice assessor and academic assessor about student progression is described by practice supervisors and practice assessors as the annual confirmation process. PLPs tell us the adoption of the SSSA process of supervision and assessment of students works well.

PLPs confirm they have seen the MORA, like it and understand the benefits of having one document for all students. Practice supervisors and practice assessors tell us that as yet they have received no specific instructions on how to complete the MORA. PEFs tell us preparation for use of the MORA is planned into forthcoming updates for practice supervisors and practice assessors which is part of mandatory training. PEFs tell us they have started conversations with practice supervisors and practice assessors about the forthcoming MORA training.

Practice assessors describe how they would fail a student if required including communicating directly with the academic assessor. Any concerns about a student's behaviour or conduct would be subject to the fitness to practise process.

#### **4.3 Ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes**

##### ***Met***

R4.3 is met. There's evidence in the mapping documents and module specifications that programme and module outcomes are appropriate and reflect the SPM, the domains in the future midwife standards and European Union (EU) directives. These outcomes are achieved through the completion of all module assessments and the practice assessment within the MORA which are mapped to the SPM. This information is clearly detailed to students from both programmes through the programme handbooks. Students tell us module handbooks and specific taught sessions are dedicated to assisting them to understand the assessment criteria and underpinning standards, at the start of each module. Students tell us their personal tutor is very accessible and provides opportunities for one to one discussion of assessment briefs.

#### **4.4 Provide students with feedback throughout the programme to support their development**

##### ***Met***

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

The MORA ensures regular feedback to students is documented from practice supervisors and service users or family members throughout the practice placement. The practice assessor will give both feedforward and feedback at each review and at summative assessment, following observation of practice, consultation with practice supervisors about student behaviour, competence and

working practices and review of service user feedback. Students are encouraged to reflect upon this feedback and feedforward as part of their development. Students on the current programme tell us they receive timely and good feedback in practice.

*Evidence provides assurance that the following requirements are met:*

**4.5 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**

**4.6 Assess students to confirm proficiency in preparation for professional practice as a midwife**

**Yes**

**4.7 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**

**4.8 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**

**Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to supervision and assessment are met**

**Yes**

**Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to supervision and assessment are met**

**Yes**

**Outcome**

**Is the standard met?**

**Met**

**Date: 27 July 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

N/A

**Revised outcome after condition(s) met:**

N/A

**Standard 5: Qualification to be awarded**

**AEIs together with practice learning partners must:**

5.1 Ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level

5.2 Notify students during and before completion of the programme that they have five years to apply to register with the NMC if they wish to rely on this qualification. 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.

*Evidence provides assurance that the following requirements are met:*

**5.1 Ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level**

**Yes**

**5.2 Notify students during and before completion of the programme that they have five years to apply to register with the NMC if they wish to rely on this qualification. 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**

**Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met**



**Yes**

**Outcome**

**Is the standard met?**

*Met*

*Date: 27 July 2020*

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

*N/A*

**Revised outcome after condition(s) met:**

*N/A*

## Section four

### Source 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	Yes
Programme specification(s)	Yes
Module descriptors	Yes
Student facing documentation including programme handbook	Yes
Student university handbook	No
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	No
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration midwifery programmes (NMC, 2019)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the LME	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	Yes
List additional documentation: Course handbook, shortened programme revised, undated Course handbook, three-year programme revised, undated Course interview, shortened example, redacted, undated Equality and diversity training, PLPs, undated Equality and diversity training, students, undated EU directives module mapping, undated	

<p>External examiner feedback, undated MORA context document, shortened programme, undated MORA context document, three-year programme, undated NMC registration process, updated, July 2020 NMC Standards module mapping, shortened programme, undated NMC Standards module mapping, three-year programme, undated Response to interim report version two, undated Securing education standards policy, undated Service user mandatory training, undated Student mandatory training record, undated</p> <p>Post visit documentation: Revised, MORA context document, shortened programme, September 2020 Revised, MORA context document, shortened programme, track changes, September 2020 Revised, MORA context document, three-year programme, September 2020 Revised, MORA context document, three-year programme, track changes, September 2020</p> <p>Response to the conditions, 7 September 2020: Award details and outcome sign-off, approved by chair of the panel, 7 September 2020</p>
<p>If you stated no above, please provide the reason and mitigation</p> <p>The student university handbook content is integrated into the overall programme handbook and a website address is included directing students to this.</p> <p>The practice learning handbook for practice supervisors and practice assessors specific to the programme is integrated into training for PLPs and guidance notes are provided within the MORA.</p>
<p>Additional comments: None identified</p>

<b>During the visit the visitor(s) met the following groups</b>	<b>Yes/No</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
<p>If yes, please identify cohort year/programme of study: BSc (Hons) midwifery three year programme February 2020 cohort x two students BSc (Hons) midwifery three year programme February 2019 cohort x two students</p>	

BSc (Hons) midwifery three year programme February 2018 cohort x one student	
BSc (Hons) midwifery shortened programme, student unable to attend on the day	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments: None identified	

<b>The visitor(s) viewed the following areas/facilities during the visit:</b>	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning  Virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List CQC quality report, East Suffolk and North Essex NHS Foundation Trust, 8 January 2020 CQC quality report, Norfolk and Norwich University Hospitals NHS Foundation Trust, 15 May 2019 CQC quality report, Queen Elizabeth Hospital King's Lynn NHS Foundation Trust, 24 July 2019 CQC quality report, West Suffolk NHS Foundation Trust, 30 January 2020	
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: The approval visit was undertaken remotely due to COVID-19 pandemic.	

### **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	Angela Poat Sophia Hunt	Date	28 July 2020
Checked by	Bernadette Wallis	Date	18 August 2020
Submitted by	Amy Young	Date	25 September 2020
Approved by	Leeann Greer	Date	28 September 2020