

Programme approval report

Section one

Programme provider name:	University of Northumbria at Newcastle
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	The Newcastle upon Tyne NHS Foundation Trust Gateshead Health NHS Foundation Trust South Tyneside and Sunderland NHS Foundation Trust Northumbria Healthcare 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 Studies MSc Midwifery Studies
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 checked="" 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:	29 June 2021								
Programme start date:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; vertical-align: top;">Registered Midwife – 18M</td> <td style="width: 50%;"></td> </tr> <tr> <td style="text-align: center; vertical-align: top;">Registered Midwife – 24 M</td> <td></td> </tr> <tr> <td style="text-align: center; vertical-align: top;">Registered Midwife – 36 M</td> <td>26 September 2022 (BSc (Hons) Midwifery Studies) 17 January 2022 (MSc Midwifery Studies)</td> </tr> <tr> <td style="text-align: center; vertical-align: top;">Registered Midwife – degree apprentice</td> <td></td> </tr> </table>	Registered Midwife – 18M		Registered Midwife – 24 M		Registered Midwife – 36 M	26 September 2022 (BSc (Hons) Midwifery Studies) 17 January 2022 (MSc Midwifery Studies)	Registered Midwife – degree apprentice	
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Registered Midwife – degree apprentice									
QA visitor(s):	Registrant Visitor: Fran Galloway Lay Visitor: Penelope Goacher								

Section two

Summary of review and findings

The University of Northumbria at Newcastle (UNN) is an established approved education institution (AEI). The Faculty of Health and Life Sciences at UNN presents for approval, a full-time three-year Bachelor of Science with Honours (BSc (Hons)) midwifery studies and a three-year Master of Science (MSc) midwifery studies route leading to professional registration with the Nursing and Midwifery Council (NMC) as a qualified registered midwife. The BSc (Hons) midwifery studies has a proposed intake commencing September 2022 and the MSc midwifery studies a proposed intake commencing January 2022.

Undergraduate students in the September 2020 and September 2021 cohorts will transfer to the proposed BSc (Hons) Midwifery studies programme in September 2022.

UNN is introducing a three-year MSc midwifery studies programme for professional registration with the NMC. This programme has a January 2022 start date.

UNN has an identified lead midwife for education (LME) who is a registered midwife and whose name is notified to the NMC. Documentary evidence and the approval visit confirm the LME has direct access to the faculty leadership team.

The programmes are delivered at the UNN campus in Newcastle with four practice learning partners (PLPs) in NHS trusts across North East England. There's evidence of effective partnership between UNN, PLPs and students both at strategic and operational levels. Senior leaders in the PLPs tell us they have the resources to support student learning in practice and the implementation of the Standards of proficiency for midwives (SPM) (NMC, 2019) and Standards of student supervision and assessment (SSSA) (NMC, 2018). UNN implemented the SSSA in April 2020 and there's evidence of partnership working with the local maternity system (LMS) and other AEIs in the development of education learning packages for practice supervisors, practice assessors and academic assessors. PLPs at the visit confirm that these are available, and practice supervisors, practice assessors and academic assessors are conversant in their roles and responsibilities.

UNN is adopting the Midwifery Ongoing Record of Achievement (MORA), which has been designed by the Midwifery Practice Assessment Collaboration (MPAC) in England and Northern Ireland (NI) to document student achievement of the skills within Domain six of the NMC Standards of proficiency for midwives (2019). UNN propose that the MORA will be delivered to the student and PLPs via a cloud-based platform. The 'e-MORA' has already been developed and is used by other AEIs.

UNN has an established system for student learning and support for both theoretical and practice elements of the programmes. UNN has governance systems in place, with their PLPs, to monitor the quality of the placement environment and respond to any adverse events or quality assurance reports as needed. There's evidence of regular meetings between the programme team and practice placement facilitators to manage the student learning experience. Practice leads at the visit tell us that they meet regularly with the midwifery link teams, particularly during the COVID-19 pandemic. There's evidence of PLP and service user and carer (SUC) involvement in programme design, selection and programme delivery. It's confirmed at the visit that there's a policy to ensure SUCs are involved in ongoing participation and evaluation of the programme.

The visit is undertaken remotely during the COVID-19 pandemic.

Arrangements at programme level don't meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) as two conditions apply.

Arrangements at programme level meet the SSSA.

The programme is recommended to the NMC for approval subject to two joint NMC and university conditions and two university conditions.

Two joint NMC and university recommendations and four university recommendations are made.

Update 2 August 2021

Evidence is provided to meet the two joint NMC and university conditions. The conditions and related NMC standards are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

- Programme is recommended to the NMC for approval
- Programme is recommended for approval subject to specific conditions being met
- Recommended to refuse approval of the programme

<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources: Condition one: The programme team must provide a plan for how they are going to enhance student and PLPs' knowledge and understanding of the raising and escalating concerns process (SFNME R1.5) (Joint NMC and university condition)</p> <p>Condition two: The programme team must provide evidence of how SUCs are provided with equality, diversity and inclusivity training in preparation for their role. (SFNME R2.1) (Joint NMC and university condition)</p> <p>Selection, admission and progression: None identified</p> <p>Practice learning: None identified</p> <p>Assessment, fitness for practice and award: None identified</p> <p>Education governance: management and quality assurance: Condition three: The programme team must review all documentation for spelling, grammar, consistency, formatting, student facing language and programme titles. (University condition).</p> <p>Condition four: The approval of variation orders by the education committee to be confirmed. (University condition).</p>
<p>Date condition(s) to be met:</p>	<p>27 July 2021</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The programme team are recommended to enhance PLPs' knowledge and understanding of the normal placement journey through the programme. (SPMP R3.1) (Joint NMC and university recommendation)</p> <p>Recommendation two: The programme team are recommended to enhance the use of SUCs in</p>

	<p>theoretical assessments. (SFNME R5.14; SPMP R4.1) (Joint NMC and university recommendation)</p> <p>Recommendation three: The programme team are recommended to develop a more specific plan to ensure transitioning students in the September 2020 cohort can achieve the required amount of newborn infant physical examination (NIPE) assessments. (University recommendation)</p> <p>Recommendation four: The programme team are recommended to consider how to enhance equality, diversity and inclusion throughout all elements of the programme, including service user representation. (University recommendation)</p> <p>Recommendation five: The programme team are recommended to provide some differentiation between the aims of the BSc Hons and MSc awards. (University recommendation)</p> <p>Recommendation six: The programme team are recommended to further enhance in their programme documentation the importance of UNICEF BFI. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>None identified</p>

<p>Programme is recommended for approval subject to specific conditions being met</p>	
<p>Commentary post review of evidence against conditions:</p> <p>There's documentary evidence that programme documentation highlights the raising and escalating of concerns process for students and PLPs. Condition one is now met.</p> <p>UNN provides evidence of an education programme for SUCs that includes training for inclusivity, diversity and equality. Condition two is now met.</p> <p>The panel chair has confirmed that the university conditions are met.</p>	
<p>AEI Observations</p>	<p>Observations have been made by the education</p>

	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:	29 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) 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.
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>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</p> <p>Standard 2: Educational governance and quality:</p>

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 evidence of effective partnership working between UNN, the programme team and key stakeholders, who are engaged in the co-production, delivery and evaluation of the two routes. Stakeholders include PLPs, students and SUCs. PLPs at the visit tell us they are on the steering group for the programme development and SUCs confirm they are involved in curriculum development events and feel their voice is heard. Students at the visit tell us they are consulted about curriculum development and confirm they give regular feedback.

UNN has a staff student committee; programme representatives at the visit tell us these occur regularly, that their voice is heard, and changes are made in response to feedback. Current second and third year students at the visit tell us they are not

transitioning onto the proposed curriculum, they confirm they are being provided with sessions to meet additional theoretical elements such as the systematic examination of the newborn in the SPM. Current first year students in the September 2020 cohort tell us they were consulted and consented about transitioning to the proposed programme. The students confirm they're fully informed of the changes and welcome the addition of theoretical and practice elements of the systematic examination of the newborn. There's documentary evidence of mapping to the proposed programme and the proposal team and PLPs confirm there are the necessary resources in place to support these students.

PLPs tell us that partnership working is robust, and the development of the MSc midwifery studies programme was developed to meet workforce demands with two differing completion dates. There's evidence of written placement agreements between PLPs and UNN. Documentary evidence in both the MSc and BSc midwifery studies programme specifications, placement learning experience handbooks, the MORA and meetings at the visit with practice leads confirm that there are robust systems in place to ensure that the SSSA is complied with. Practice supervisors and assessors tell us they provide assessment and feedback through the existing online practice assessment document. Practice supervisors and practice assessors at the visit confirm they have training to support them in their roles and meet with the academic assessors linked to the practice area.

There's documentary evidence that UNN is working in partnership with their PLPs and the LMS in preparation for the use of the MORA and the eMORA. PLPs confirm they are aware of the MORA and the extra practice requirements needed. PLPs tell us they are developing their neonatal services to support students undertaking the systematic examination of the newborn. The proposal team confirm that resources are in place for students to meet these additional practice proficiencies.

UNN has a director of placements who oversees placement learning. There's documentary evidence that students are allocated to placements around the four partner trusts to gain a wider experience of placement opportunities. PLPs tell us they are unaware that students access different partner trusts. Students tell us they have a main trust site but can access other trusts to widen experience but feel there could be a lack of parity and opportunity for all students. (Recommendation one)

Students tell us they feel well supported in practice but students and PLPs at the visit were unable to identify a cause for concerns policy or recognise the implications for students should a cause for concern be highlighted, therefore a condition has been made. (Condition one).

Students tell us they value SUC input into their programme and are keen to see more. There's documentary evidence that SUC experiences are embedded within specific theory modules in both programmes and will feature within the continuity of carer approach in practice. SUCs at the visit confirm their inclusion and participation in open forum meetings, working groups and the Midwifery expansion

project. They tell us they are glad to be involved and appreciate the reimbursement package they receive. They feel treated as equals and their input is respected. We hear from a representative of a young dads charity, that fathers often feel missed out in midwifery care and want to know how to support their partners more. They are keen to be included in the SUC input to the programmes to enable their voice to be heard. SUCs may provide feedback on care received by student midwives through the MORA. However, SUCs report no involvement in theory assessments but are keen to be involved. The programme team are recommended to enhance the use of SUCs in assessment processes. (Recommendation two). The proposal team tell us that recruiting SUCs for face-to-face interviewing processes is in place but recruitment of SUCs is challenging. SUCs tell us they're keen to be involved and have participated in online interviews over the pandemic. UNN has an expert by experience policy but SUCs at the visit tell us they've not had training for equality, diversity and inclusivity. Condition two.

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**

UNN has an escalating concerns policy but students and PLPs at the visit were unable to identify a cause for concerns policy or recognise the implications for students should a cause for concern be highlighted.

Condition one: The programme team must provide a plan for how they are going to enhance student and PLPs' knowledge and understanding of the raising and escalating concerns process (SFNME R1.5) (Joint NMC and university condition)

SUCs at the approval visit tell us they have participated in selection events but have not received any training in relation to equality, diversity and inclusivity.

Condition two: The programme team must provide evidence of how SUCs are provided with equality, diversity and inclusivity training in preparation for their role. (SFNME R2.1) (Joint 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

Condition one is met. There's documentary evidence for the BSc (Hons) midwifery studies and MSc midwifery studies programmes, confirming that students are made aware of the raising and escalating of concerns process throughout the course. There's evidence confirming that practice supervisors and practice assessors are provided with education updates highlighting the raising and escalating of concerns process.

Evidence:

BSc (Hons) midwifery studies programme specification, 27 July 2021

BSc (Hons) midwifery studies programme handbook, 2022/23

Raising and escalating concerns process, 26 July 2021

Slide pack of education updates for PLPs with raising and escalating concerns information, undated

MSc midwifery studies programme specification, 23 July 2021

MSc midwifery studies programme handbook, 2022/23

Condition two is met. There's documentary evidence that SUCs are provided with a diversity, equality and inclusivity training programme. The training programme for all SUCs is managed by the director of practice.

Evidence

EBEs recruitment and selection training EDI assessed (PowerPoint slides, 9 July 2021)

UNN has confirmed that all joint NMC and UNN panel conditions have been met. All UNN panel conditions have been met.

Evidence:

Response to condition of approval panel, 27 July 2021

Date condition(s) met: 29 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. There's documentary evidence that entry requirements for literacy, numeracy and digital technology are made explicit to prospective candidates. UNN uses the safeMedicate system and there's documentary evidence that this is introduced in year one in both routes. There's evidence of formative assessments in years one and two and a final summative assessment in year three. The MORA provides a summative drug calculation in practice. Students at the visit confirm there are mechanism to support their development throughout the course and confirm they use the online learning management system to access teaching material and student support services.

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

UNN is not presenting a shortened programme.

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.

UNN are proposing to transfer current September 2020 first year students and students entering the programme in September 2021 onto the proposed BSc (Hons) midwifery studies programme in September 2022. There's documentary evidence of mapping against the current programme learning outcomes and identification of additional theory and skills session facilitation. Students at the visit confirm they were consulted and welcome the change to the SPM in September 2022.

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.

UNN transferred all students onto the SSSA in April 2020 during the COVID-19 pandemic following the adoption of the NMC emergency standards. UNN is part of a collaborative project with other local AEs to standardise placement guidelines and procedures across the north east.

Students at the visit tell us they are supported in practice, to meet practice outcomes by practice supervisors and are assessed by practice assessors who understand the requirements. UNN has an identified academic assessor process with links to partner organisations. Education updates and link visits are facilitated via online forums during the COVID-19 pandemic.

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: 29 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
- R2.2 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. Documentary evidence from programme minutes and the expert by experience involvement handbook identifies processes for engagement with SUCs in the planning, development, delivery and evaluation of the programmes. SUCs and advocacy groups at the visit tell us they enjoy participating to enhance the student experience and confirm involvement with selection, programme delivery and planning.

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. There's documentary evidence confirmed at the approval visit that both BSc and MSc midwifery studies routes have a flow of theory and practice, enabling ongoing exposure to midwifery practice. Theory in year one is front loaded, and students have placements in community, birth care and postnatal care settings. Students access a range of midwifery practice settings across the remaining two years for both programmes including neonatal and gynaecological 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. There's documentary evidence confirmed at the approval visit, that simulation of midwifery skills and infrequently occurring midwifery care scenarios is enabled. UNN has a clinical skills centre and students confirm they feel prepared

through access to the skills sessions prior to accessing placements. UNN's electronic learning platform enables blended learning and access to digital technology such as safeMedicate and K2 cardiocograph packages. Students at the visit confirm they have adapted well to the blended learning approach due to the pandemic and can meet their learning outcomes and proficiencies. The proposal team confirm that both proposed programmes will have the same opportunities for skills simulation.

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. Programme documentation for the BSc (Hons) midwifery studies and MSc midwifery studies confirm that there is a split of 50 percent theory and 50 percent practice and that students need to achieve these hours to complete the programme. The module specification forms identify a range of different learning strategies including practice-based learning, technology enhanced learning through UNN's online learning management system, skills simulation, seminars and tutorials. The proposal team at the visit confirm that neither programme allows for the substitution of practice hours to simulation hours.

Evidence provides assurance that the following requirements are met

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

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

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

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

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

UNN isn't presenting a shortened route for approval.

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

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

UNN isn't presenting a shortened route for approval.	
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to assessment are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 29 June 2021	
Post event review	
Identify how the condition(s) is met:	N/A
Date condition(s):	N/A
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 3: Practice learning
AEIs together with practice learning partners must:
R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives
R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families
R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working
R3.4 provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants
R3.5 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services
R3.6 provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual

- R3.7 take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities
R3.8 ensure students experience the range of hours expected of practising midwives, and
R3.9 ensure students are supernumerary

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. Documentary evidence identifies that UNN has placements at four NHS trusts in the North East, the operational placements handbook identifies the placement journey for students and the proposal team at the visit confirm that students can access a range of placements across all four trusts to ensure a range of experience and different cultures. Students tell us that they are allocated a main trust based on geographical location but are provided with placements at other trusts to enhance their experience to meet practice proficiencies. PLPs tell us they are not aware of students moving to different trust sites and understood they stayed in one NHS Trust for the duration of the programme. A recommendation has therefore been made to enhance PLPs' knowledge and understanding of the normal student placement journey through the programme. (Recommendation one)

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. Programme plans confirm that students have allocated placement blocks with a flow of placement experience identified, including community, birthing areas and postnatal care. Students follow a small case load of women in the first and final year of the programme and the proposal team confirm they support students to attend care for these women and access the birth if possible. Students at the visit confirm they can access different trusts to gain a wider experience to meet practice proficiencies such as the systematic examination of the newborn. UNN has established processes in place and a director of placements who allocates and monitors the student learning experience.

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. UNN has an interprofessional education strategy that identifies an inter professional learning (IPL) peer learning buddy system and IPL workshops and conferences. Documentary evidence and confirmation at the approval visit identify specific modules across all three years in both programmes where IPL is facilitated with other students in the faculty and medical students at another AEI in the locality. Students confirm that they have shared learning opportunities with other health care students including scenario-based learning with medical students and a mental health conference with health visitor students. Placement plans confirm opportunities for interprofessional working opportunities to meet proficiencies within the MORA.

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

MET **NOT MET**

R3.4 is met. There's documentary evidence (for both routes) that students have opportunities to undertake and reflect on continuity of care for women and their families. The MSc students have an extensive period in year three to undertake a continuity of care placement to follow and care for a small caseload of women throughout the childbirth continuum. The BSc programme also confirms that students will have a small continuity of care caseload in their first and final year. PLPs tell us that they are developing the continuity of care models and students at the visit confirm that they have opportunities to follow a small caseload of women.

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 and the approval visit confirm that students are exposed to a range of placement across the region and move between practice placement partners within the LMS for the student to participate in care for a diverse population. Students tell us they are aware of the different groups and inequalities that are found in the north east and value moving to different community areas. Students have access to a two-week elective placement in year two; this is UK based and overseen by the personal tutor.

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. There's documentary evidence confirmed at the approval visit that students are enabled to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complications and additional care needs arise. UNN is utilising the pan-England and NI MORA which highlights the proficiencies within domain six that students need to meet. The programme specific information provides evidence of opportunities to develop the knowledge, skills and behaviours needed, including physical, psychological, social, cultural, spiritual factors and the systematic examination of the newborn. Students transferring onto the programme are adopting the MORA and the programme team and PLPs at the visit confirm that these students have opportunities to meet the additional theoretical and practice elements required.

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. UNN has a reasonable adjustments policy which considers students with disabilities or who are flagged through the occupational health assessments. There's documentary evidence confirmed at the approval visit that a placement management system allocates students to specific placements and students with reasonable adjustments are highlighted on the system to ensure they can meet travel arrangements. Students at the visit confirm they discuss any additional support needs they have in placement with practice supervisors and practice assessors and these are taken into account.

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 <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 29 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
<p>AEIs together with practice learning partners must:</p> <p>R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC Standards framework for nursing and midwifery education</p> <p>R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC Standards for student supervision and assessment</p> <p>R4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes</p> <p>R4.4 provide students with feedback throughout the programme to support their development</p> <p>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</p> <p>R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife</p> <p>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</p> <p>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</p>
Findings against the standards and requirements
Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met

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

MET **NOT MET**

R4.1 is met. Programme documentation and the approval process confirm the processes for monitoring how supervision, support and assessment complies with the SFNME. There are policies in place supporting the quality assurance of the programme. UNN has a director of placements who oversees the quality of student placement experience. Students confirm they provide online placement evaluations and are informed of their placements in advance. PLPs and the programme team confirm close partnership working in supporting student learning.

Academic support and student support services are comprehensive and are clearly identified in the student programme handbooks. Students confirm they're well supported in university and in practice areas and provide feedback through student class representation groups. UNN has a policy on assessment and assessment regulation outlining the role of external examiners, assessment processes including resubmissions and appeals. Student handbooks for both programmes outline the processes.

Academic staff curriculum vitae demonstrate that the programme is supported by suitably qualified educators and there is an identified LME. UNN has an expert by experience involvement handbook outlining SUCs' role. SUCs confirm at the visit that they are glad to be involved and feel equal and respected partners in the consultation process. We hear that SUC input is planned in the delivery of specific modules in both programmes and SUCs will be included in ongoing evaluation and development of the programmes. SUCs are invited to provide feedback in relation to practice assessments in the MORA, SUCs tell us they would welcome being involved in theoretical assessment elements in the programme. A recommendation has therefore been made to enhance their involvement. (Recommendation two)

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. UNN is adopting the pan-England and NI MORA for both programmes. Documentary evidence and the approval visit confirm that students and PLPs are provided with a practice learning handbook developed in conjunction with other AEIs in the region. PLPs at the visit confirm they are prepared for their roles in supervision and assessment and enjoy supporting student learning. Students confirm they are well supported in placement by practice supervisors and practice assessors, and they have a named academic assessor.

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

MET **NOT MET**

R4.3 is met. Documentary evidence and the approval visit confirm that both the BSc and MSc midwifery studies programmes are mapped to meet the NMC SPM and programme outcomes. The individual module learning outcomes are mapped to the programme outcomes and module specifications outlines assessment that meets all learning outcomes and proficiencies. UNN is utilising the online eMORA for practice assessment, with successful achievement of the MORA confirming domain six proficiencies are met. PLPs tell us they are experienced with the current online assessment in the electronic practice assessment document (ePAD) and confirm they welcome the eMORA and are prepared for its implementation.

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

MET **NOT MET**

R4.4 is met. Documentary evidence and the approval visit confirm there are processes in place to provide students with formative and summative feedback throughout both programmes. UNN has a personal tutor system enabling students to gain formative feedback and ongoing support for both academic and practice assessments. UNN utilises blackboard for students to access material and submit assignments. Students on both programmes undertake formative safeMedicate exams throughout the course with a final summative exam requiring a pass at 100 percent.

The MORA has provision for ongoing feedback from practice supervisors and SUCs to aid student development and inform the summative assessment by practice assessors.

Evidence provides assurance that the following requirements are met

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

YES **NO**

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

YES **NO**

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

YES **NO**

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

YES NO

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 29 June 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 5: Qualification to be awarded

AEIs together with practice learning partners must:

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

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

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

Findings against the standards and requirements	
Evidence provides assurance that the following requirements are met:	
R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
R5.2 notify students during and before completion of the programme that they have five years to apply to register with the NMC if they wish to rely on this qualification ² . In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Fall Back Award	
If there is a fall back exit award with registration as a midwife all NMC standards and proficiencies are met within the award.	YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
There's no fall back award. Students need to complete BSc (Hons) Midwifery studies or MSc midwifery studies to be registered as a midwife with the NMC	
Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 29 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 (NMC, 2018) (Gateway 1)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment (NMC, 2018) apply to the programme(s) (Gateway 2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration midwifery programmes (NMC, 2019) (Gateway 3)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the LME	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<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 being presented for approval.		
List additional documentation:		
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: Two x year one UG midwifery students Three x year two UG midwifery students Two x year three UG midwifery students		
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 being presented for approval.		
Additional comments: None identified		

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

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

Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: Care Quality Commission report Blackpool Teaching Hospitals NHS Foundation Trust, 17 October 2019 Care Quality Commission report Spire Fylde Coast Hospital, 2 September 2019		
If you stated no above, please provide the reason and mitigation: UNN is an established AEI and provider of midwifery programmes.		
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):	Frances Galloway Penelope Goacher	Date:	9 July 2021
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Submitted by:	Shahzaib Ghafoor	Date:	25 August 2021
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