

Programme approval visit report

Section one

Programme provider name:	Liverpool John Moores University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Countess of Chester Hospital NHS Foundation Trust Liverpool Women's NHS Foundation Trust Warrington and Halton Hospitals NHS Foundation Trust Southport and Ormskirk Hospital NHS Trust St Helens and Knowsley Teaching Hospitals NHS Trust Royal Liverpool and Broadgreen University Hospitals NHS Trust
Programme(s) reviewed:	<p>Programme: Pre-registration Midwifery Title of programme: Bachelor of Science with Honours in Midwifery Programme start date: 7 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p>
Date of approval	20 May 2020
QA visitor(s):	Registrant Visitor: Elizabeth Cluett Lay Visitor: Jane Suppiah

Section two

Summary of review and findings

Liverpool John Moores University (LJMU), faculty of education, health and community, school of nursing and allied health is an approved education institution (AEI) providing midwifery pre-registration programmes since 1992. LJMU is presenting a Bachelor of Science (Hons) midwifery programme, with NMC registration as a midwife for approval against the Standards for pre-registration midwifery programmes (SPMP), (NMC, 2019) scheduled to commence in September 2020. The programme is full-time, a minimum of three years. No maximum time is stated within the programme specification. The programme planning document details the development of a curriculum philosophy and structure influenced by NMC regulation, national policies, contemporary midwifery practice demands, the changing population demographics and LJMU academic framework.

This programme approval was undertaken remotely due to COVID 19.

The programme documents and the visit confirms the programme is 50 percent theory and 50 percent practice. The programme learning outcomes are mapped to the NMC (2019) SPMP but not directly into module descriptors and this is recommended. The educational pedagogy is based on a spiral curriculum, delivered as a mix of taught, self-directed and online learning, with a strong research/evidence-based practice focus. Reflection is embedded within theory and practice activity, including assessment and this is confirmed by practice learning partners (PLPs), midwifery academics and students.

Documentary analysis and PLP representatives from four of the six partner maternity organisations, maternity service users and carers (SUCs) and students confirm there is effective partnership working, to support and monitor programme activity at strategic and operational levels. This can be enhanced by formalising strategic meetings about the programme with heads of midwifery (HOMS) and this is recommended. There is evidence of wide engagement and a collaborative approach to the design and development of the programme led by the lead midwife for education (LME) involving PLPs, SUCs and feedback from students.

Student recruitment, selection and admissions processes involves PLPs and the service user voice in the development of interview questions. LJMU has plans for direct involvement of service users in selection and the development of a formal plan detailing this is recommended.

A collaboration of midwifery education and practice providers across England and Northern Ireland have developed the midwifery ongoing record of achievement (MORA), and the LJMU LME contributed to the group. Its development included feedback from service users and students. There is a mapping document showing

how the MORA enables students to achieve the NMC (2019) Standards of proficiency for midwives (SPM) requirements. LJMU are to use the three-year curriculum MORA as previously approved by the NMC. PLPs confirm they will adopt the MORA and there is a robust plan to ensure all relevant staff within the PLPs are familiar with the MORA. LJMU recommend sharing of the MORA is scheduled as soon as possible. There is evidence of strong collaboration between the network of AEIs across Merseyside and Cheshire and their collective PLPs. There is a shared approach towards educational audit, preparation of practice supervisors (PSs) and practice assessors (PAs), student evaluation and overall placement management, and documentary evidence of regular meetings. Discussions with PLPs at the visit verifies this.

In line with the England and Northern Ireland collaboration of midwifery education and practice providers there is an agreed strategy for the preparation and support of PSs and PAs. All the practice partners at the approval visit indicated that they had received education about the Standards for students supervision and assessment (SSSA) (NMC, 2018) standards and the MORA, and that there was ongoing education and implementation support planned in the coming weeks. This includes regular visits from midwifery academics to practice setting as well as contact points via email and phone. All practice facilitators, PSs and PAs report they understood the SSSA requirement. Not all PSs, PAs are familiar with the approved MORA. LJMU recommend sharing of MORA is scheduled as soon as possible.

PLPs at the visit expressed concerns about providing adequate placements and supporting learning in practice for the increase in student numbers. LJMU and the PLP must work together to ensure there are adequate resources to facilitate the education of the planned student numbers within practice. (Condition one)

Practice learning opportunities give students the opportunity to experience continuity of carer and experience women from a diverse range of backgrounds. Newborn and Infant Physical Examination (NIPE) is well supported in theory and practice.

Opportunities are provided within both theory and practice modules, for simulation throughout all levels and there is a strong numeracy, digital literacy and technology use plan for the LJMU midwifery programme.

The Standards framework for nursing and midwifery education (SFNME) is not met at programme level. The SSSA is met at programme level.

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

Updated 13 July 2020:

Evidence was provided that the changes required to meet the one NMC condition have been made. All conditions are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: LJMU in partnership with PLPs must ensure there are the resources and commitment to achieve the proficiencies and programme outcomes in the context of planned increase to student numbers. (SFNME R2.14, R3.1; SPMP R3.1, R4.1)</p>
Date condition(s) to be met:	1 July 2020
Recommendations to enhance the programme delivery:	<p>Recommendation one: the programme team is advised to formalise strategic meetings with HOMS. (SFNME R2.1)</p> <p>Recommendation two: the programme team is advised to consider mapping the SPMP directly into module descriptors. (SPMP R2.1, R2.3, R4.3)</p> <p>Recommendation three: the programme team is</p>

	<p>advised to consider developing a formal plan detailing how sustained service user involvement in recruitment and assessment will take place in the new programme. (SFNME R2.75, R5.12; SPMP R2.4)</p> <p>Recommendation four: the programme team is advised to consider developing a formal plan detailing how interprofessional learning opportunities across a range of professions will be embedded in theory activity including teaching, learning and assessment within the new programme. (SPMP R3.3) (NMC and university recommendation).</p> <p>Recommendation five: the programme team is advised to discuss the possibility of sharing proposals for the MORA with PSs and PAs in order to raise awareness ahead of its forthcoming implementation. (University recommendation)</p> <p>Recommendation six: the programme team is advised to consider mechanisms for promoting and highlighting to students where service users are involved in the programme, and ensuring they understand the importance of service user involvement. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>Service user involvement in recruitment, teaching and assessment.</p> <p>Inter-professional learning opportunities in theory activity.</p> <p>The resources to ensure all students have opportunities to achieve the full range of experiences to become competent midwives and to achieve the SPMP and SPM requirements.</p> <p>SSSA implementation for all students across all settings.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

LJMU provided five documents, an overall response, a detailed description of how the programme has been made more flexible to allow for students to be allocated to practice placements more evenly across the whole year using an individualised programme/placement plan for each student. This reduces the peaks and troughs of student numbers in each placement. So, gaining more placements opportunities without overloading a placement at any one time, while still having the same programme schedule overall. A letter from Health Education England (HEE) (north west office) indicates the region has received a grant and formed a working group to maximise placement capacity to manage the increase in students numbers requested, and confirmatory support from one of the four PLPs at the approval visit. Condition one is now met.

The SFNME is now met.
The SPMP are now met.

AEI Observations	Observations have been made by the education institution Yes
Summary of observations made, if applicable	Two minor typographical errors were highlighted and corrected.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	13 July 2020

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)

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 is documentary evidence of LJMU systems and procedures to promote effective partnerships working. There is a practice partners forum which includes representatives from HEE north (HEEN), partners from NHS Trusts and service user representation. There is documentary evidence of partnership working to support and monitor programme activity at strategic and operational levels. Practice education facilitators (PEFs), PSs and PAs report effective and transparent relationships with members of the academic team in their roles as link lecturers, personal tutors and academic assessors (AA). AEI strategic leads confirm their involvement in regional and sub-regional forums that plan student numbers in the context of workforce needs. The documentary evidence indicates strong collaboration between the network of AEIs across Merseyside and Cheshire and their collective PLPs. There is a shared approach towards education audit, student evaluation, monitoring of PS and PA status, management of the MORA and monitoring of students practice hours through the online Practice Assessment Record and Evaluation (PARE) system which is funded by HEE (north west and York and Humber). Visit discussions with students and PLPs and the demonstration of the PARE system confirms this. The Cheshire and Merseyside Supervisor and Assessor Group has produced a clear set of documentation that articulates and offers guidance on the role of PS, PA and AA. Discussions at the event confirm that academic team, PLP, PSs, PAs and students have clarity on these roles.

PEFs and HOMs confirm PLP involvement in curriculum development. HOMs report regular practice strategic meetings at regional level with informal partnership working with LJMU midwifery team. This could be strengthened.
(Recommendation one)

The programme team links into a wide range of advocacy and service user groups. Service users confirm the collaborative and supportive nature of their relationships with members of the academic team. There is documentary evidence of service user involvement in programme development and teaching and learning activity. Service users say they have reviewed programme modules and examples of how feedback has influence module design, delivery and assessment are given by the programme team. They tell us their input is valued, they are supported, and they receive feedback on their contribution from students and the academic team.

All the students report providing formal feedback at the end of each theory and practice module, with informal feedback given at the last taught session by the module lead. Senior students tell us they provided feedback on the new NMC (2019) SPMP and the programme team’s plans for the new curriculum. At a subsequent LJMU staff and student liaison committee, students reported there was further information and feedback on the new curriculum. The programme team’s presentation at the visit demonstrated how this informed programme development. Their examples include the length of semesters and increased involvement of external speakers together specific changes to modules on midwifery practice, research and student skills and midwifery skills and practice.

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:

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. There is documentary evidence of a range of strategies to support students' continual development of numeracy, literacy, digital and technological literacy from the point of induction. There is clear mapping into the module content and learning resources as well as assessment strategy. There are multiple support

mechanisms for students including via the virtual learning environment (VLE), library services, support with digital online placement management as well as personal tutors and module leads. PLPs confirm there is support for numeracy, digital and technological literacy in practice for practice related systems. Students tell us that there is help with literacy, numeracy, digital literacy or the use of technology within the university if requested.

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.

No

This programme is for non-nurses only.

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.

The transition document indicates that students from the 2017 and 2018 cohorts will remain on the current curriculum, while 2019 students will transition to the new curriculum. The programme team report a mapping exercise to ensure that students in the 2019 cohort will have received all the required learning to support their transfer to the new curriculum. Students commencing year three in September 2020 will remain on their current curriculum, against the NMC 2009 SFNME as changing them at this point would disadvantage their overall degree outcomes, specifically in relation to the grading of practice which is likely to affect their final degree classification. The students report a series of consultation activities including a PowerPoint presentation, a questionnaire, face-to-face meeting with question and answer opportunities, and indicate they feel they have had plenty of information to underpin their decision to remain on or to transfer to the new curriculum. The students confirm they signed consent forms to the transfer.

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.

All current midwifery students are transitioning to the SSSA standards. The Cheshire and Merseyside supervisor and assessor Group has produced a clear set of documentation that articulates and offers guidance on the role of PS, practice assessor and AA, which covers nursing and midwifery practice.

Students as well as PAs, PSs and AAs are clear about each role.

The PLPs at the visit confirm that the SSSA is being introduced in all placement areas under the NMC emergency standards (COVID 19), and from May 2020 all students will be supported in line with the SSSA.

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: 20 May 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

Yes

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 discussion with the programme team, service users, students and PLPs confirms the involvement of service users and advocacy groups in programme development, delivery and evaluation. Service users tell us they are involved in module design and the programme team confirm that service user feedback results in new content in law and public health modules for example and additional case studies on the experience of families receiving neonatal care. There is direct involvement of service users and advocacy groups in teaching on cultural competencies, pre-eclampsia, bereavement, and experiences of vulnerable women. Service users confirm their involvement in teaching and tell us they are well supported and prepared for their role. Simulation on human factors in emergency situations delivered to midwifery and paramedic students has been co-produced, delivered and evaluated with service user involvement and the programme team have plans to further embed SUC involvement in this and other aspects of theory. The programme team is advised to consider development of a formal plan detailing how sustained service users' involvement, particularly in relation to student recruitment and student assessment will take place in the new programme. (Recommendation three)

There is coordination with local maternity voices partnerships that enables student participation in these service user led forums for feedback and collaboration with maternity services.

A senior member of the midwifery academic team is involved in a national study of the first 100 days of life with a strong focus on infants from 'vulnerable' backgrounds and this data informs education activity.

Students confirm the involvement of service users and advocacy groups in the delivery of their programme. They say this gives them appreciation of the family's perspective and understanding of the range of support available to women and their families that can inform their practice.

The MORA provides documentary evidence of how service users will provide feedback on their experience of students in practice. Students told us that although they are yet to receive the final version of the MORA, they have seen an earlier version and are aware that they will get the final version at the start of the next academic year.

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

R2.5 is not applicable. This programme is not delivered in Wales.

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

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

Met

R2.6 is met. The programme documentation indicates that students are supported and provided with relevant midwifery practice experience. There is a collaborative group of AEs and their PLPs across Merseyside and Cheshire who use the online PARE system to coordinate practice placement for each student. The programme team's demonstration of this system details how students gain a broad range of midwifery practice experiences enabling them to meet SPMP and SPM requirements. In addition, PLPs and students indicate there are opportunities to work with specialists, such as services for those who experience substance misuse, domestic violence, safeguarding issues or other complex needs.

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. Documentary evidence provides a comprehensive picture of how technology enhanced opportunities are used to enhance learning and assessment. LJMU has a midwifery specific simulation suite with low and high-fidelity resources, and a midwifery lead for simulation. Simulation is planned into modules across all three years of the programme, for skills development and rehearsal, and for assessment.

A SU confirms their co-production of scenarios for simulation on human factors, and their participation in the simulation sessions include feedback to students. Students report positively on the learning achieved during such simulation activity.

NIPE learning is supported through simulation.

PLPs and students confirm that students are encouraged to participate in simulation activities within practice alongside the interprofessional team, to enhance learning and in particular ensure proficiency in clinical skills that might be infrequently used in practice, such as emergency scenarios.

AEI leadership and the programme team indicate they have had development opportunities to enhance their expertise in supporting learning through simulation.

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. The programme meets the required hours and is structured to provide 50 percent theory:practice. The educational pedagogy is based on a spiral curriculum, delivered as a mix of taught, self-directed and online learning, with a strong research/evidence based practice focus.

The programme team, PLPs and students confirm that reflection is encouraged in theory and practice activity, both concurrently and retrospective to aid learning.

Evidence provides assurance that the following requirements are met:

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

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

No

Only a three year programme is being provided.

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

Only a three year programme is being provided.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 20 May 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 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

Not Met

R3.1 is not met. The documentation indicates the provision of a diverse range of practice opportunities to meet the SPMP and SPM requirements and both PLPs and students confirm this. PLPs representative state they are actively exploring placement capacity building, but that they don't have the placement capacity or resources to support the planned increase in student number from 41 to 60 in September 2020. (Condition one)

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. The programme development document and student handbook indicates that individualised, holistic and compassion care is central to the ethos of the curriculum. Holistic care content is evident in theory and practice modules across all three years of the programme. This includes opportunities for midwifery led care for the woman and their newborn infant and the provision of care for those with complex needs, alongside the interprofessional team. Module content emphasises the importance of cultural awareness in the provision of midwifery in relation to diverse topics including optimising normal birth, infant feeding, and meeting family needs.

Service users indicate they provide vignettes that include holistic and/or cultural care needs of the family for simulation and module assessment activity.

The MORA repeatedly refers to the student demonstrating holistic care of the woman and neonate, across the child bearing continuum.

PSs, PAs and students articulate the importance of woman centred care, and that the provision of this is the expectation of all professionals and students at all times. Students indicate the benefits of case loading activity to get to know the woman and their family to provide 'family centred 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. The programme documents including the programme specification,

module descriptors and student handbook indicate there are multidisciplinary/inter-professional learning opportunities in theory and practice activity.

Inter-professional learning opportunities in practice provide students with the opportunity to practice their skills and work with colleagues in a wide range of hospital and community settings. Students describe learning from colleagues working in emergency departments, high dependency units, fertility clinics, parent education, mental health and social work arenas.

Inter-professional learning during theory includes simulation activities with paramedic students for emergency scenarios in the home. Students and academics evaluated these and there are plans in place to develop and embed this into the new programme. Students indicate the benefits of learning through simulations with paramedic students.

The programme team describe plans for inter-professional learning in theory with nursing and social work students. More opportunities for inter-professional learning in theory and practice are planned and the formalisation of a plan is recommended.

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. The midwifery continuity of care guidelines outlines the practice learning opportunities, supervision and support students can expect in practice for caseload holding.

PLPs and students report case load holding opportunities across all three years of the programme, and the benefits of continuity of care to fully understand the experience of women through the childbirth continuum.

Documentary evidence and feedback from PLPs during the visit indicates that there is strong collaboration and coordination between AEs and PLPs around utilisation of the midwifery placement circuit, including providing students with opportunities for midwifery led care and case load holding experience.

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. The programme documentation and evidence at the approval visit confirm a range of learning opportunities to experience midwifery care for a diverse population across a range of settings. For example, a previous asylum seeker lectures to the student midwives and a young Muslim woman shares their story and talks about cultural competence with students. Advocates from a support agency for women who have been 'trafficked' are scheduled to contribute a taught session. Midwives who provide care to specific client groups regularly contribute to taught sessions.

PLPs and students indicate that students have opportunities to learning about and experience midwifery care for a diverse population in a range of settings. For example working alongside midwives in case load teams for teenagers, migrants, and other disadvantaged group in the community.

At the approval visit the students we met gave us examples of specialist experiences they have been able to access as part of their practice learning and the support provided by midwives and other members of the multidisciplinary team working with this communities.

The MORA requires students to record and reflect on practice experiences, to demonstrate their adherence to the values and criteria of the NMC 2018 Code.

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. Learning opportunities cover the knowledge, skills behaviours and evidence base of provision of care to women with complex needs.

Simulation in theory activity is developed in partnership with service users and includes care for women with complex needs and in emergencies, that may not be experienced in practice.

The students report they are encouraged to case load at least one woman who has complex care needs as a senior student, and often get the opportunity to participate in the provision of care for such women, including those with physical and mental health complex needs. Students indicate they are encouraged to provide women centred care and facilitate the woman's choices for themselves and their family and to 'empower' them, even where there are very complex health or social care circumstances.

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. There is a university strategy for supporting students with learning needs, and guidelines for practice adjustments and support.

PLPs clearly articulate the process and how they work in partnership with the midwifery personal tutor or link tutor to agree adjustments to facilitate student learning when needed. A PLP reports effective liaison with the midwifery link lecturer when a student disclosed personal circumstances to their initially that affect the student's learning.

Students report good support in practice and from all of the midwifery team for any personal or professional concerns.

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

No

The documentation indicates the provision of a diverse range of practice opportunities to meet the SPMP and SPM requirements and both PLPs and students confirm this. However, PLPs state that they don't have the placement capacity or resources to support the planned increase in student number in September 2020. (Condition one)

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

Yes

Outcome

Is the standard met?

Not Met

The documentation indicates the provision of a diverse range of practice opportunities to meet the SPMP and SPM requirements and both PLPs and students confirm this. However, PLPs state that they don't have the placement capacity or resources to support the planned increase in student number in September 2020.

Condition one: LJMU in partnership with PLPs must ensure there are the resources and commitment to achieve the proficiencies and programme outcomes in the context of planned increase to student numbers. (SFNME R2.14, R3.1; SPMP R3.1, R4.1)

Date: 20 May 2020

Post Event Review

Identify how the condition is met:

LJMU provided five documents, an overall response, a detailed description of how the programme has been made more flexible so students can be allocated to practice placements more evenly across the whole year using an individualised programme/placement plan for each student. This reduces the peaks and troughs of student numbers in each placement. So more gaining placements opportunities without overloading a placement at any one time, while still having the same programme schedule overall. A letter from HEE (north west office) indicates the region has received a grant and formed a working group to maximize placement capacity to manage the increase in students numbers requested, and one email from one of the four PLPs at the approval visit. Condition one is now met.

Evidence:

Response to conditions final, 6 July 2020

Flexi midwifery_20200710140710 (spreadsheet of programme plan/schedule), 10 July 2020

Midwifery response to NMC condition flexible learning plan 9 July 2020, 10 July 2020

HEE letter, 10 July 2020

Director of Nursing St Helens and Knowsley (email), 10 July 2020

Condition one is now met.
SFNME R2.14 and R3.1 are now met.
SPMP R3.1 and R4.1 are now met.

Date condition(s) met: 13 July 2020

Revised outcome after condition(s) met:

Met

Condition one is now met.
SFNME R2.14 and R3.1 are now met.
SPMP R3.1 and R4.1 are now met.

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

Not Met

R4.1 is not met. There is evidence of collaboration between LJMU and their six PLPs, through the wider AEI and PLPs collaboration across Chester and Merseyside. This includes representatives from HEEN, and service user representation. The group discusses all aspects of the curriculum, including strategic issues, education monitoring, practice learning placements, clinical and educational audits, student evaluation data and to how to progress practice issues through partnership working.

Quality monitoring reports such as Care Quality Commission (CQC) reports are considered and any impact on student learning mitigated against and followed up. Educational governance processes include programme management boards, and practice partners meetings. These groups oversee quality activities such as programme quality, clinical audits, and evaluation activity. Four of the six PLPs attended the visit and confirm their contribution to these meetings.

There is a strong midwifery academic team and PLPs report effective formal and informal working relationships.

There is a guideline and process for supporting students in practice settings which includes academic links to each PLP, with designated practice learning facilitators (PLFs).

In addition, there is additional support for practice learning and assessment activity through an informal network between midwifery academics and PLPs as several midwifery academic practice as midwives within the Trusts. For example, one member of the midwifery academic team is an experienced NIPE midwife and they run a regular NIPE clinic in one NHS Trust, supporting midwives and students there.

The external examiner report of the current programme identifies no concerns.

Students confirm they can access midwifery academics for any personal as well as for practice issues, including learning support for cases where they're unclear about the events that occurred, or where they were emotionally challenged by the events. Students, PAs, PSs, and PLFs all confirm they know the primacy of public safety and the process for raising and escalating concerns about practice activity or learning in practice. PAs, PSs, and PLFs confirm they know when and how to raise concerns about students' knowledge, skills or behaviour whether linked to health or practice ability including the fitness to practice processes.

Information on support in, and for practice is detailed in the student handbook and the MORA.

However the PLPs at the visit raised concerns about their ability to offer placements, practice support and appropriate learning opportunities to meet the SPMP and SPM requirements for the increased number of students from 41 to 60 planned for September 2020. (Condition one)

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 information at the visits indicates that academic and practice support, supervision, learning opportunities and assessment is available to students throughout the programme.

The role of PAs and PSs is detailed within the MORA and the England and NI collaboration preparation pack supporting the implementation of the MORA. Sign off mentors have and are receiving update and transition education through face-to-face and more recently via online learning activities due to COVID 19, for PA and PS roles, with self-declaration forms, the completion of which is monitored by PLF and PLP managers. PLP managers, PLFs, PAs and PSs all confirm the preparation for the implementation of the SSSA requirements. One PLF reports contributing feedback to the collaborative group developing the three year MORA adopted by LJMU. Other PLPs know of the MORA and its imminent dissemination and the strategy for ongoing education, support and monitoring, but report, not being familiar with the current version.

PLFs, PAs and PSs have contact details for midwifery academics and know which tutors support which student groups.

There are fitness to practise regulations and processes, and policies such as raising concerns, equity and diversity, which student and PLP indicate they are familiar with.

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

Met

R4.3 is met. The MORA is mapped to domain six of NMC 2019 SPM. The programme learning outcomes are mapped to the midwifery Standards domains, and the three year MORA adopted by LJMU and developed by the England and Northern Ireland collaborative group have mapped the SPM to the MORA.

The module descriptors use the LJMU template. A recommendation was made that reference is made to SPMP and SPM requirements within the modules to support student learning. (Recommendation two)

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

Met

R4.4 is met. There is a good mix of academic assessments, with some new formats reported as based on feedback, from service users. For example, assessment based on vignettes of service user experiences, and formative feedback from a service user participant after simulation activity.

The programme document shows that there are processes to provide students with feedback throughout the programme in both theory and practice components. Evaluative and constructive information is included for each module and these have both formative and summative components for the purpose of student progression.

The AA is identified as being responsible for providing feedback on assessment and progression in practice learning in collaboration with the practice assessor. The MORA will enable both the PS and PA to provide ongoing formative and summative feedback to the student in the practice setting. Additional support is provided by the student's personal tutor who monitors progress and development and provides pastoral care and support throughout the programme. All the students we met at the visit confirm the feedback and support provided by midwifery academics.

SUCs can provide formative feedback on a student performance who have been involved in their care as part of the practice assessment process. This was confirmed by SUCs we met. The student's PA or PS approaches SUCs to obtain feedback and this is recorded in the MORA. PSs and PAs and students we met at the visit confirm this process is already in place and works well.

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

No

The PLPs at the visit all raised concerns about their ability to offer placement and practice support and appropriate learning opportunities to meet the SPMP and SPM requirement for the increased number of students planned for September 2020. (Condition one)

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?

Not Met

The PLPs at the visit all raised concerns about their ability to offer placement and practice support and appropriate learning opportunities to meet the SPMP and SPM requirement for the increased number of students planned for September 2020.

Condition one: LJMU in partnership with PLPs must ensure there are the resources and commitment to achieve the proficiencies and programme outcomes in the context of planned increase to student numbers. (SFNME R2.14, R3.1; SPMP R3.1, R4.1)

Date: 20 May 2020

Post Event Review

Identify how the condition is met:

LJMU provided five documents, an overall response, a detailed description of how the programme has been made more flexible so students can be allocated to practice placements more evenly across the whole year using an individualised programme/placement plan for each student. This reduces the peaks and troughs of student numbers in each placement. So more gaining placements opportunities without overloading a placement at any one time, while still having the same programme schedule overall. A letter from HEE (north west office) indicates the region has received a grant and formed a working group to maximise placement capacity to manage the increase in students numbers requested, and one email from one of the four PLPs at the approval visit. Condition one is now met.

Evidence:

Response to conditions final, 6 July 2020

Flexi midwifery (spreadsheet of programme plan/schedule), 10 July 2020

Midwifery response to NMC condition flexible learning plan, 9 July 2020 - 10 July 2020

HEE letter, 10 July 2020

Director of Nursing St Helens and Knowsley (email), 10 July 2020

Date condition(s) met: 13 July 2020

Revised outcome after condition(s) met:

Met

Condition one is now met.
SFNME R2.14 and R3.1 are now met.
SPMP R3.1 and R4.1 are now met.

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: 20 May 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	Yes
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	Yes
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: Midwifery service user and practice partner involvement paper, undated Midwifery continuity of care guidelines, LJMU, March 2020 Midwifery digital literacy and technology strategy, undated Student midwife journey in clinical practice, undated Midwifery student transition document; narrative and timeline, undated	

<p>Post approval visit documentary evidence to meet conditions: Response to conditions final, 6 July 2020 Flexi midwifery(spreadsheet of programme plan/schedule), 10 July 2020 Midwifery response to NMC condition flexible learning plan, 9 July 2020-10 July 2020 HEE letter, 10 July 2020 Director of Nursing St Helens and Knowsley (email), 10 July 2020</p>
<p>If you stated no above, please provide the reason and mitigation</p>
<p>Additional comments:</p>

During the visit the visitor(s) met the following groups	Yes/No
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: We met students from all three years of current BA (Hons) midwifery programme at the visit. This included four first year students, two second year students and two third year students.</p>	
Service users and carers	Yes
<p>If you stated no above, please provide the reason and mitigation</p>	
<p>Additional comments:</p>	

The visitor(s) viewed the following areas/facilities during the visit:	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
<p>If yes, state where visited/findings: LJMU are an established provider of NMC programmes. A resource review is not required.</p>	
System regulator reports reviewed for practice learning partners	Yes
<p>System Regulator Reports List St Helens and Knowsley Teaching Hospitals NHS Trust, March 2019</p>	

If you stated no above, please provide the reason and mitigation

Additional comments:

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	Elizabeth Cluett Jane Suppiah	Date	27 May 2020
Checked by	Pamela Page	Date	14 July 2020
Submitted by	Lucy Percival	Date	23 July 2020
Approved by	Leeann Greer	Date	24 July 2020