

Programme approval visit report

Section one

Programme provider name:	University of Cumbria (Lancaster Campus)
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	North Cumbria Integrated Care NHS Foundation Trust University Hospitals of Morecambe Bay NHS Foundation Trust
Programme(s) reviewed:	
<p>Programme: Pre-registration Midwifery Title of programme: BSc (Hons) Midwifery MSc Midwifery Programme start date: 1 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p>	
Date of approval	14 May 2020
QA visitor(s):	Registrant Visitor: Heather Ingram Lay Visitor: Clementina Aina

Section two

Summary of review and findings

The University of Cumbria is an established approved education institution (AEI) of NMC programmes with the provision of midwifery programmes based at the Institute of Health in Carlisle. There are two practice learning partners (PLPs); North Cumbria Integrated Care NHS Foundation Trust and University Hospitals of Morecambe Bay NHS Foundation Trust supporting the pre-registration midwifery programmes.

The university is seeking re-approval of the pre-registration BSc (Hons) and approval of a new MSc in midwifery, to align with the NMC 2019 standards and proficiencies. The Standards for pre-registration midwifery programmes (NMC, 2019) (SPMWP) and Standards of proficiency for midwives (NMC, 2019) are clearly detailed and mapped within both programmes. Both programmes are three years in length with a combined projected intake of 42 students (32 for the BSc (Hons) and 10 for the MSc midwifery).

The programme documentation and approval process confirm evidence of effective partnership working between the university and PLPs, students, and service users and carers in developing both programmes. The strong partnership working approach takes account of the views of stakeholders and service users. The collaborative partnership ensures the active involvement of PLP's, service users and carers providing opportunities for community representation and service user feedback which is incorporated in the learning programme. For example, the well-established service user and carer strategy ensures that service users and carers are involved in the programme lifespan from student recruitment and selection stage to the programme delivery. As a result, service users feel valued through their positive contribution in the programme design and delivery. Positive feedback from students and stakeholders demonstrate high levels of satisfaction.

Stakeholder feedback has led to changes in the BSc (Hons), for example longer placements, inclusion of the UNICEF baby friendly initiative, and has informed the design of the MSc midwifery programme. Students have opportunities throughout the programme for inter-professional learning, technology-enhanced learning, peer learning groups and appropriate practice learning opportunities. The programme documentation and discussion at the approval visit confirm there are effective systems in place for student evaluation of the theory and practice elements of the BSc (Hons) and proposed MSc programmes.

The programme learning outcomes have been mapped to the Standards of proficiency for midwives (NMC, 2019) which have informed the programme design and modular structure. The England and Northern Ireland midwifery ongoing record of achievement (MORA) practice assessment documentation has been adopted which is mapped to the NMC (2019) Standards of proficiencies for

midwives.

The university and PLP's take strategic overview of the work of practice supervisors and practice assessors. There's evidence to support that practice assessors, practice supervisors and academic assessors have been prepared for their roles.

System regulators have not identified any areas of concern within the practice learning environments which are to be used for this programme. Documentary evidence and discussions at the approval visit confirm that any issues arising from Care Quality Commission (CQC) quality reviews which impact on the practice learning environment are managed through a systematic partnership process. There's clear evidence of close partnership working and regular communications between the university and their PLP's to manage and mitigate any risks to student learning.

The Standards for student supervision and assessment (SSSA) and the Standards framework for nursing and midwifery education (NMC, 2018) (SFNME) are not met at programme level as conditions apply.

The programmes are recommended for approval subject to three NMC conditions and one university only condition. There's one NMC recommendation and one university recommendation.

Updated 6 June 2020:

The AEI submitted revised documentation which provides evidence that meets the NMC conditions. The AEI confirmed the university condition has been met. The conditions and related 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 for approval subject to specific conditions being met
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources: None identified</p> <p>Selection, admission and progression:</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>Condition one: Provide the approved fitness to practise policy and amended placement handbook. (SPMWP R1.7, R2.2; SFNME R3.2)</p> <p>Practice learning:</p> <p>Condition two: Detail the resources and support for clinicians in the implementation of the MORA and online practice assessment record and evaluation (PARE). (SPMWP R2.2; SSSA R1.4) (joint NMC and University condition)</p> <p>Assessment, fitness for practice and award:</p> <p>Condition three: Provide a supplementary guidance document for the MORA which confirms the programme requirements for each part of the programme. (SPMWP R4.3)</p> <p>Condition four: Review the language in the learning outcomes and the mapping to the learning outcomes. (University condition)</p> <p>Education governance: management and quality assurance:</p> <p>None identified</p>
<p>Date condition(s) to be met:</p>	<p>5 June 2020</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Review the spoke placements for the diversity and relevance to the Standards of proficiency for midwives. (SPMWP R3.1)</p> <p>Recommendation two: Improve students ability to perform in interviews; ensure the distinct teaching and learning methods used on the BSc and MSc programmes are clearly documented in the student facing documents; ensure there is clearer guidance on progression with the programme documentation; include the yearly planners within the programme documentation; document the international English language test score (IELTS) standard required and minimise the use of professional language and acronyms. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>None identified</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The AEI provided revised documentation that evidences the conditions are now met.

Condition one is now met following the submission of the revised and approved fitness to practise policy and the amended placement handbook.

Condition two is now met following submission of evidence including the poster for placement areas outlining the MORA for placement staff and practice assessor and practice supervisor handbooks.

Condition three is now met following the submission of an amended MORA context document.

The university confirms condition four is now met following the submission of evidence including amended level five module descriptors, amended programme specifications and amended programme handbooks.

Assurance is provided the SFNME and SSSA are now met.

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	5 June 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.

Evidence from the documentary analysis and discussions at the approval visit confirm effective and enduring partnership working.

Both curricula have been developed and will be continually reviewed and will draw meaningfully from appropriately experienced and qualified educators within the academic team and practitioners from the PLP's.

Documentary evidence and discussion at the approval visit confirm that both the BSc and MSc programmes are fully aligned to NMC standards. Both programmes will adopt the MORA in an electronic format using the PARE package in agreement with the PLP's. The SSSA have been implemented since September 2019 following a major modification in August 2019 to the current programme. There's experience of using PARE since its introduction in September 2019.

We found evidence from documentation and discussions to support the commitment and collective responsibility to effective partnership working with all partners and stakeholders. PLP's are involved in the co-production, design,

development, planned delivery and evaluation of the programme.

There's evidence from documentation and discussions at the approval visit of prior consultations with students and service users about the proposed programme. The effective service user strategy ensures their involvement in the design, delivery, and review of students' learning experiences. Service users and carers are effectively embedded within the recruitment process and programme delivery. There's evidence of effective service user and carer involvement in the evaluation and development of both programmes through strong links with the local maternity voice group and maternity transformation group. An example of a change for the new programme due to feedback from the service users is the inclusion and integration of the UNICEF baby friendly initiative within each year of the programmes by the programme team.

One of the service users informed us about their 'enriching experiences' as a midwife and service user. Other service users shared their enjoyable experiences through participation in 'infant feeding workshops', and 'study days' for students which were led by service users. Their involvement has facilitated meaningful connections between women in the community and the preparation of future midwives.

The practice learning experience for students is arranged using a hub and spoke model. The practice learning environments are audited two yearly with the last review in August 2019. Placement learning is evaluated electronically using the PARE platform. Issues raised from the evaluations are jointly discussed between the PLP's and the university and resolved to ensure student supervision and assessment align within the NMC standards. The placement learning opportunities have been reviewed with stakeholders through the curriculum development process to ensure students experience the role and scope of the midwife, continuity of care and caring for a diverse population. Inter-professional learning is promoted within the practice and theory settings. There are demonstrable strategies for escalating concerns regarding students practice learning for the placement education facilitators, practice supervisors, practice assessors, university staff and service users.

There are mechanisms in place to enable stakeholders to provide objective and subjective feedback for students which promote and encourage reflective learning in the university and practice settings. Service users provide feedback through the recruitment process, through the MORA and through involvement in the programme delivery.

The programme documentation demonstrates an educational philosophy and action plan to encourage students to take responsibility for their learning in a way that is reasonable for the student and doesn't compromise public safety. Practice supervisors and assessors confirm awareness of their roles and responsibilities and provided evidence of robust preparation for their roles by the university and PLP's. Practice supervisors confirm they are given sufficient opportunities to

engage and communicate with the practice assessors and academic assessors to enable them to fulfil their role in contributing to decisions for progression.

There are effective strategies for providing feedback on student progress and the achievement of proficiencies and skills and robust strategies for managing concerns around student ability. Evidence shows how and when partnership working between the practice assessors and academic assessors will occur when reviewing progression and proficiency achievement. There are embedded processes within both programmes to monitor and ensure a range of relevant people participate in the education of students to ensure proficiency as midwives upon qualification.

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. Documentary analysis and discussions at the approval visit confirm that numeracy, literacy, digital and technological literacy are mapped against module and programme outcomes. The mapping, module resources and content confirm that students will be supported in developing their abilities.

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

No

R1.7 is not met. Following documentary analysis and discussions at the approval visit there's evidence of a clear and constructive process for managing students' health and character on admission and throughout the programme. Robust risk assessments and students pastoral support programme ensures that students with disabilities access individual support to address their specific learning

requirements. The fitness to practise policy supporting this process as presented doesn't reflect current NMC standards and requirements. Discussions at the approval visit confirm that the policy is subject to review and a draft version of the policy is available. A definitive version of the policy is required. (Condition one)

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

Yes

1.9 Ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and

Yes

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

Yes

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the Standards for pre-registration midwifery programmes and the Standards of proficiency for registered midwives will be met through the transfer of existing students onto the proposed programme.

Following documentary analysis and discussions at the approval visit, there are appropriate and meaningful transition arrangements for students on the existing BSc (Hons) midwifery to transfer to the programme under review. The programme team and lead midwife for education (LME) confirm that mapping has been undertaken of programme and module learning outcomes, proficiencies and programme hours from the current BSc year one to the new BSc. The mapping informed the transition plan. Current year one students will transfer in September 2020 to the proposed BSc (Hons) programme. Current year two students will remain on their original programme and be supported under SSSA. Students we

met confirm they have been informed and are aware of the transition arrangements. The MSc midwifery is a new programme with no existing students.

Proposed transfer of current students to the Standards for student supervision and assessment (SSSA) (NMC, 2018).

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

The SSSA were adopted by the University of Cumbria in September 2019 following a major modification to the current BSc midwifery programme in August 2019 for all existing students. Current students transferring to the new programme are already familiar with SSSA. Both the MSc and BSc (Hons) programmes will be adopting the MORA using an electronic platform in September 2020.

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

No

The current fitness to practise policy is outdated and therefore doesn't meet SFNME R3.2. A new policy is under review and currently in draft. A definitive fitness to practise policy is required. (Condition one)

Outcome

Is the standard met?

Not Met

R1.7 is not met. The programme team confirm at the approval visit that the fitness to practise policy is subject to review and a draft version is available. A definitive version of the policy is required. (Condition one)

Condition one:

Provide the approved fitness to practise policy and amended placement handbook. (SPMWP R1.7, R2.2; SFNME R3.2)

Date: 20 May 2020

Post Event Review

Identify how the condition is met:

Condition one: The AEI provided the revised and approved fitness to practise policy. The amended placement handbook provided contains accurate information about who can be the practice assessor and practice supervisor. Condition one is now met. SPMWP R1.7, R2.2 and SFNME R3.2 are now met.

Evidence:

Revised fitness to practise policy, approved 10 June
Amended placement handbook, undated

Date condition(s) met: 5 June 2020

Revised outcome after condition(s) met:

Met

Condition one is now met. Assurance is provided SPMWP R1.7, R2.2 and SFNME R3.2 are now met.

Standard 2: Curriculum

AEIs together with practice learning partners must:

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

2.2 Comply with the NMC Standards for student supervision and assessment

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

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

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

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

2.7 Ensure technology-enhanced and simulated learning opportunities are used

effectively and proportionately to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required

2.8 Design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies, and

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

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

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

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

Evidence provides assurance that the following requirements are met:

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

No

R2.1 is not met. From documentary analysis and discussions at the approval visit, the placement handbook includes inaccurate information, by stating that the practice assessor is a registered nurse, which doesn't meet the requirement of the SFNME R3.2. An amended placement handbook must be provided. (Condition one)

2.2 Comply with the NMC Standards for student supervision and assessment

No

R2.2. is not met. From documentary analysis and discussion at the approval visit, the SSSA have been adopted and successfully implemented since September 2019 following an approved major modification to the current pre-registration midwifery programme in August 2019. The academic assessors, practice supervisors, practice assessors and students confirm appropriate preparation for

their roles and responsibilities. Practice supervisors and practice assessors provide a positive report of recording student progress electronically using the practice assessment and evaluation PARE site. There's an effective system for reporting and managing risks supported by robust collaborative communication practices between the practice supervisor, practice assessors, academic assessors and students.

The practice supervisors and practice assessors report a lack of understanding of the new practice assessment documentation (MORA) and the recording of information using the MORA in the electronic platform, PARE. The lack of awareness leads to a joint condition with the university requiring the programme team to provide details of the resources and support for clinicians in the implementation of the MORA and PARE. (Condition two)

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. Following documentary analysis and discussion at the approval visit, there's strong evidence that service users are involved in each stage of the programme. The minutes of meetings and discussions confirm there is a robust partnership between the university and the local maternity voice partnership group. A service user and carer strategy and implementation plan exists and service users report the support provided by the academic team for their involvement in the programme. Both the academic team and service users report the value of the world cafe events held to gain feedback and requirements of the BSc and MSc programmes.

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

The programmes are 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. Following documentary analysis and discussions at the approval visit, the clinical modules, year planners and PLPs confirm there's relevant and ongoing exposure to midwifery practice. Placements will be allocated and tracked by the placement allocation team and LME for each individual student ensuring a breadth of exposure and allowing achievement of proficiencies. The length and range of placement learning opportunities have been strengthened in the new programmes following stakeholder feedback. Programme documents and PLP's confirm the placement learning plan is based on a hub and spoke model. Students will experience five to nine-week hub placements in each year in hospital and community settings, midwifery led units and birth centres. Students will experience four week spoke placements in years one and two, working with specialist midwives such as perinatal mental health midwives, teenage pregnancy midwives, drugs and alcohol midwives.

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. Following documentary analysis and discussions at the approval visit, the programme resources and the formative and summative assessment strategy confirm technology and simulated learning opportunities are used effectively and proportionately. Students at the university have access to and use a range of resources in the academic learning environment including a clinical skills suite and online clinical skills teaching packages, to support learning and assessment effectively. Practice supervisors and practice assessors report that where a proficiency is required and clinical circumstances occur infrequently to achieve this, effective collaboration with academic staff using the PARE system confirm arrangements for further learning and assessment of the proficiency.

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. Following documentary analysis and discussions at the approval visit, there's robust evidence confirming there's an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies. The programme structure and documentation specify the theory and practice hours for each module and each year of programme.

Evidence provides assurance that the following requirements are met:

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

Yes

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

Yes

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

Yes

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

No

From documentary analysis and discussions at the approval visit, the placement handbook includes inaccurate information and therefore doesn't meet the requirement of the SFNME R3.2. (Condition one)

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

No

The practice supervisors and practice assessors report a lack of understanding of the new practice assessment documentation, MORA and the associated recording of information using the MORA in the electronic platform, PARE which doesn't meet SSSA R1.4 leading to a joint university and NMC condition. (Condition two)

Outcome

Is the standard met?

Not Met

R2.1 is not met. The placement handbook includes inaccurate information and doesn't meet the requirement of the SFNME R3.2.

Condition one:

Provide the approved fitness to practise policy and amended placement handbook. (SPMWP R1.7, R2.2; SFNME R3.2)

R2.2 is not met. The practice supervisors and practice assessors report a lack of understanding of the new practice assessment documentation, MORA and the recording of information using the MORA in the electronic platform, PARE.

Condition two:

Detail the resources and support for clinicians in the implementation of the MORA and online PARE. (SPMWP R2.2; SSSA R1.4)

Date: 20 May 2020

Post Event Review

Identify how the condition is met:

Condition one: The amended placement handbook provided contains accurate information about who can be the practice assessor and practice supervisor. Condition one is now met. SPMWP R1.7, R2.2 and SFNME R3.2 are now met.

Evidence:

Amended placement handbook, undated

Revised fitness to practise policy, approved 10 June

Condition two: The AEI submitted a poster for placement areas outlining how to complete the MORA for placement staff. The amended practice assessor and practice supervisor handbooks also provide details of the roles and responsibilities of the practice assessor and practice supervisor when using the MORA. Condition two is now met. SPMWP R2.2 and SSSA R1.4 are now met.

Evidence:

Practice assessor handbook, undated

Practice supervisor handbook, undated

Amended MORA context document, undated

Poster for placement areas outlining the MORA for placement staff, undated

Date condition(s) met: 5 June 2020

Revised outcome after condition(s) met:

Met

Conditions one and two are now met.

Assurance is provided SPMWP R1.7, R2.2, SFNME R3.2 and SSSA R1.4 are now met.

Standard 3: Practice learning

AEIs together with practice learning partners must:

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

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

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

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

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

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

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

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

3.9 Ensure students are supernumerary

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

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

Met

R3.1 is met. Documentary analysis and discussions at the approval visit confirm that students follow a programme plan based on a hub and spoke model that enables students to develop and meet the proficiencies. The placement allocation team and the LME track and record the programme plan for each student. Practice learning is monitored through effective partnerships between the link lecturers, practice education facilitators (PEF's) and educational links in each placement setting and two-yearly educational audits of all placement learning opportunities. Student activity is tracked and recorded in the MORA by practice supervisors, practice assessors and academic assessors. The MORA details skills and proficiencies required to meet programme outcomes.

Programme documentation and PLPs confirm there's an effective range and diversity of hub placements that support students' development and meet the NMC standards of proficiency for midwives. The programme team confirm that spoke placement learning is designed to enable students to develop skills from specialist areas of practice and fulfil European Directive requirements as required in the proficiencies. There's variation between students and practice supervisors and practice assessors in their understanding of the purpose and value of some spoke placements. It's recommended that the spoke placements are reviewed for the diversity and relevance to the NMC Standards of proficiency for midwives.
(Recommendation 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. Following documentary analysis and discussions at the approval visit, there's strong evidence that students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families. Programme documentation and academic staff confirm that theory and clinical practice modules are aligned to practice learning experiences and opportunities. PLPs confirm that the placement learning opportunities within the two placement circuits (north and south), provide relevant and effective learning opportunities to ensure students experience the role and scope of the midwife. Both programmes are adopting the MORA which is mapped to the NMC (2019) Standards of proficiency for midwives and supports student learning to provide holistic care.

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

Met

R3.3 is met. Following documentary analysis and discussions at the approval visit, there's effective evidence that students are provided with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working. Programme documentation and discussion with academic staff confirm there are opportunities during theory and practice modules for peer and inter-professional learning. For example, student midwives and paramedic students learning together about childbirth emergencies, a safeguarding day with social work and paramedic students set up in a crime scene house. Practice supervisors and practice assessors confirm that students are provided with learning opportunities to work in multi-agency teams in community and hospital settings during placement learning and recorded within the practice assessment documentation.

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. Documentary analysis and discussion at the approval visit, provides assurance students are provided with appropriate and effective 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. Programme documentation and practice supervisors and practice

assessors confirm that opportunities to provide continuity of care are available in each year of the programme supported by a case-loading handbook and a theoretical introduction in year one. PLPs report students will participate more fully in continuity of care in the final year of the programme with the introduction of service provision models as reflected in the programme documentation and year planners.

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

Met

R3.5 is met. Documentary analysis and discussion at the approval visit evidence students are effectively provided with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services. The year planners and discussions with the placement team and award lead confirm the range of placement learning opportunities provided in community and hospital settings is appropriate and relevant. The academic team and PLPs confirm that the placement learning opportunities within the two placement circuits (north and south), support students to provide care for a diverse population in a range of settings including home births and birth centres. The diversity and range of learning opportunities are recorded in the MORA by practice supervisors and practice assessors.

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. Documentary analysis and discussion at the approval visit, confirm the placement learning opportunities enable students to effectively 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. Programme documentation and modular arrangements demonstrate how modules in each year reflect the practice domains. This provides content specifically in years two and three, to support the development of underpinning knowledge and understanding of complications and additional care needs. The academic team and students report how student feedback resulted in the inclusion of an introduction to emergencies and complications in year one of the new programmes. The year planners explain the connection between the modules and the placement learning opportunities. The practice assessment documentation, MORA is mapped to the NMC (2019) Standards of proficiency for midwives which

supports the assessment of the required knowledge, skills and behaviour needed.

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. Following documentary analysis and discussions at the approval visit, there's evidence of the effectiveness of the allocation of practice learning opportunities which take account of students' individual needs and personal circumstances. The university handbook and academic team confirm the range of referral services and resources available to support students. Several students describe supportive changes made to learning arrangements in the academic and practice learning environments as a result of referral to the services by academic staff. Students with declared needs will use the reasonable adjustments section in the MORA practice assessment documentation. The outcome of discussions at the approval visit indicates that assistance is provided to students who require additional support. We found that students with additional learning needs are supported by the programme lead and personal tutors.

Evidence provides assurance that the following requirements are met:

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

Yes

3.9 Ensure students are supernumerary

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 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 4: Supervision and assessment

AEIs together with practice learning partners must:

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

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

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

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

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

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

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

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

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

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

Met

R4.1 is met. Following documentary analysis and discussions at the approval event, evidence provides assurance there are effective arrangements for support, supervision, learning opportunities and assessment to ensure the BSc (Hons) midwifery and MSc midwifery programmes comply with the SFNME.

Discussion with students and practice supervisors and practice assessors confirm that the learning culture is conducive to safe and effective learning. There's clear evidence of close partnership working and regular communications between the university and their PLPs to manage and mitigate any risks to student learning. There's an effective system of educational governance including two yearly collaborative reviews of the quality of all the practice learning environments, last completed in August 2019. PLPs, programme documentation and policies confirm that issues are managed and resolved collaboratively between stakeholders including the outcome of systems quality reviews which impact on the practice learning environment. The placement circuit is not shared with other universities.

Students, practice supervisors and practice assessors are aware of processes and support systems to raise and escalate about the learning environment or about care. Practice supervisors and practice assessors confirm understanding and support from the university link lecturers if concerns are raised about a student conduct including fitness to practise.

The programme documentation and discussion at the approval visit confirm there are effective systems in place for student evaluation of the theory and practice elements of the BSc (Hons) and MSc programmes.

Student and practice supervisor and practice assessor feedback confirm that theory and practice learning opportunities support attainment of proficiencies and programme outcomes as stated within the programme documentation. The level of supervision of students required in practice is detailed in the MORA. Review of academic team curriculum vitae (CV), discussions with the programme team and practice supervisors and practice assessors confirm that the support, supervision and assessment of students is provided by suitably qualified, prepared and skilled midwives and health care professionals.

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. Following documentary analysis and discussions at the approval event, assurance is provided there are effective arrangements for support, supervision, learning opportunities and assessment to ensure the BSc (Hons) midwifery and MSc midwifery programmes comply with the SSSA.

The university and PLPs take strategic overview of the work of practice supervisors and practice assessors. There's evidence to support that practice assessors, practice supervisors and academic assessors have been prepared for their roles.

Programme documentation and discussions with the practice supervisors and practice assessors confirm the design of both programmes and the staging of the modules support practice learning and attainment of proficiencies and programme outcomes. Discussion of the two placement learning circuits in the north and south teams with the programme team and PLPs, confirms that the support, supervision and assessment of students is provided by suitably qualified, prepared and skilled midwives and health care professionals.

The SSSA implementation plan is now well established following adoption for the midwifery programme in 2019, with ongoing preparation of practice supervisors, practice assessors and academic assessors. The university and PLP's confirm that resources and updates are in place to sustain the SSSA implementation plan. Senior university staff and the programme team confirm the academic role is established and supported. There's a commitment plan from PLP's to support SSSA including the ongoing support for the supervisor and assessor roles.

Discussion on how to fail students with practice supervisors and practice assessors and the programme team confirms appropriate understanding of roles and responsibilities in assessing students practice and academic achievement. Practice supervisors, practice assessors and academic assessors report positively on their effective communication arrangements to support and monitor the quality of student learning.

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

Not Met

R4.3 is not met. Following documentary analysis and discussion at the approval visit, the majority of evidence confirms that throughout the programme, students meet the NMC Standards of proficiency for midwives and programme outcomes. The programme learning outcomes have been mapped to the NMC Standards of proficiency for midwives which have informed the programme design. The mapping documents demonstrate how modules in each year of both programmes are informed by and linked to the practice domains from the NMC Standards of proficiency for midwives.

Student feedback, discussions with the programme team and the placement plans within the year planners provide sufficient evidence that the breadth and range of placement learning arrangements are in line with NMC standards. Programme documentation and discussion with the programme team confirms that the BSc (Hons) and MSc programmes will adopt the England and Northern Ireland MORA which is mapped to the Standards of proficiencies for midwives.

However, discussion with the programme team around how the national document will be implemented locally demonstrates a lack of clarity in the programme requirements for each part of the programme. Practice supervisors and practice assessors report an unfamiliarity with the MORA document. The lack of clarity and lack of familiarity provides a lack of assurance that students will meet the NMC Standards of proficiency for midwives and programme outcomes. (Condition three)

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

Met

R4.4 is met. Following documentary analysis and discussions at the approval visit, there's robust evidence students are provided with feedback throughout the programme to support their development. The programme documentation and discussion with the programme team demonstrates an effective formative and summative assessment strategy which supports student development. All students are allocated a personal tutor who provides tutorial support, monitors progress and signposts learning support services for those who need additional support. The programme team provide responsive and individualised feedback to facilitate student support and progression.

All modules contain an element of compulsory formative assessment which

informs the summative assessment. Documentary analysis and students confirm that grades, constructive feedback and feed forward recommendations are given to support development. In practice settings the MORA document will ensure that students receive feedback on their progress from the practice supervisor and practice assessor. Feedback is recorded and any necessary action plans are drawn up by practice assessors and academic assessors to support student progression. Students report positively on the level and quality of feedback provided.

Evidence provides assurance that the following requirements are met:

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Not Met

R4.3 is not met. The programme team demonstrate a lack of clarity in the programme requirements for each part of the programme. Practice supervisors and practice assessors report an unfamiliarity with the MORA document. The lack of clarity and lack of familiarity provides a lack of assurance on how students will meet the NMC Standards of proficiency for midwives and programme outcomes.

Condition three: Provide a supplementary guidance document for the MORA which confirms programme requirements for each part of the programme. (SPMWP R4.3)

Date: 20 May 2020

Post Event Review

Identify how the condition is met:

Condition three: The AEI submitted an amended MORA context document which provides more detail on the programme requirements for each part of the programme. Condition three is now met. SPMWP R4.3 is now met.

Evidence:
Amended MORA context document, undated

Date condition(s) met: 5 June 2020

Revised outcome after condition(s) met:

Met

Condition three is now met.
Assurance is provided SPMWP R4.3 is 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
<p>List additional documentation: University of Cumbria (Lancaster Campus); major modification report, August 2019 University of Cumbria; NMC AEI and PLP/employer partners annual self-assessment report 2019, undated</p> <p>Updated 6 June 2020 Amended placement handbook, undated</p>	

<p>Practice assessor handbook, undated Practice supervisor handbook, undated Revised fitness to practise policy, 10 June 2020 Amended MORA context document, undated Poster for placement areas outlining the MORA for placement staff, undated Amended level five module descriptors, undated Amended programme specifications, undated Amended programme handbooks, undated Spoke placement mapping tool, undated University validation report, undated</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: Year three x one - not transferring to new programme Year two x two - not transferring to new programme Year one x one - transferring to new programme Alumni x two</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

If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List North Cumbria University Hospitals NHS Trust, Cumberland Infirmary, CQC inspection report, 22 November 2018 Blackpool Teaching Hospitals NHS Foundation Trust, CQC inspection report, 17 October 2019	
If you stated no above, please provide the reason and mitigation	
Additional comments: The approval visit was conducted remotely using Skype due to the Covid-19 pandemic.	

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Issue record			
Final Report			
Author	Heather Ingram Clementina Aina	Date	22 May 2020
Checked by	Bernadette Wallis	Date	22 June 2020
Submitted by	Lucy Percival	Date	29 June 2020
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