

Programme approval report

Section one

Programme provider name:	Queens University, Belfast
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	Belfast Health and Social Care Trust South Eastern Health and Social Care Trust Southern Health and Social Care Trust Northern Health and Social Care Trust Western Health and Social Care Trust
Programme reviewed:	Registered Midwife 24M Registered Midwife 36M
Title of programme(s):	BSc (Hons) Midwifery MSc Midwifery
Academic levels:	
Registered Midwife - 18M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 24M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 36M	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Date of approval visit:	11 November 2020
Programme start date: Registered Midwife – 24 M Registered Midwife – 36 M	10 May 2021 13 September 2021

QA visitor(s):

Registrant Visitor: Rachael Spencer
Lay Visitor: Phil Stephenson

Section two

Summary of review and findings

Queen's University Belfast (QUB) is an established approved education institution (AEI). QUB school of nursing and midwifery (the school) is seeking approval to provide a three-year full-time pre-registration BSc (Hons) midwifery programme and a two-year full-time pre-registration MSc midwifery programme. The two routes confer Nursing and Midwifery Council (NMC) registration as a midwife against the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019), scheduled to commence in 2021. No exit awards confer eligibility to register as a midwife with the NMC.

The commissioned number of places in 2020/21 was 85 for BSc (Hons) midwifery sciences which will transition to BSc (Hons) midwifery in 2021/22 and 30 places for the new MSc midwifery programme due to commence in May 2021. Although commissioned places have not yet been confirmed for 2021, they're unlikely to change significantly.

The school is the sole provider of pre-registration midwifery education in Northern Ireland (NI).

The programme documents and feedback from the approval visit detail the development of a curriculum philosophy and structure, considering the Lancet series by Renfrew et al. (2014), national and regional evidence and reports, feedback from students, maternity service users, and practice learning partners (PLPs) as well as the midwifery academic team. The programme design is 50 percent theory and 50 percent practice delivered in modules. Modules are structured to support student learning, with a variety of learning strategies, formative and summative assessments, and support mechanisms across theory and practice.

QUB are fully committed to developing a workforce with skills relevant to future needs and increasing capacity. They undertook a scoping exercise with PLPs, students and service users and carers (SUCs) in 2020 to determine additional collaborative learning experiences relevant to midwifery students. This identified three areas to be incorporated into the new programme; sexual health, family planning and mental health. In addition to this, midwifery students will gain opportunities through use of the brand-new high-fidelity simulation suite (opening January 2021) and opportunities for interprofessional education linked to the provision of universal care.

A collaboration of midwifery education and practice providers across England and NI have developed the midwifery ongoing record of achievement (MORA). The lead midwife for education (LME) contributed to the ongoing development of the MORA through feedback and attendance at key steering group meetings. The

MORA development also included feedback from stakeholders, service users and students. There is a mapping document showing how the MORA enables students to achieve the Standards of proficiency for registered midwives (NMC, 2019) requirements.

Programme documentation and feedback from the approval visit shows clear evidence of effective partnership working at operational and strategic levels with the five NHS PLPs. Student, PLP, and service user participation in curriculum design and co-production is evidenced and documentation for the programme clearly indicates curriculum content, modes of delivery and practice experiences. The senior leads in the school and PLPs tell us that any issues which arise from practice and external reviews are monitored through a systematic process and risks to students' practice learning are collaboratively managed. Educational audits of practice areas used for student learning are undertaken by the AEI in order to determine suitability.

Recognition of prior learning (RPL) is not available for pre-registration midwifery programmes.

The Standards framework for nursing and midwifery education is met at programme level (SFNME) (NMC, 2018). The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The programme is recommended to the NMC for approval. Two recommendations were made (one NMC and one university).

This visit was made remotely under COVID-19 restrictions.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

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

<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>None identified.</p>
<p>Date condition(s) to be met:</p>	<p>N/A</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider developing an implementation plan for preparing practice supervisors and practice assessors for the MORA across practice placements. (SSSA R1.4)</p> <p>Recommendation two: Review and edit programme specification to ensure consistency in line with recommendations. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>None identified.</p>

<p>Programme is recommended for approval subject to specific conditions being met</p>	
<p>Commentary post review of evidence against conditions:</p> <p>N/A</p>	
<p>AEI Observations</p>	<p>Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>

Summary of observations made, if applicable	The AEI has confirmed accuracy of the report.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	N/A

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

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
<p>Please refer to the following NMC standards reference points for this section: Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standard 1: The learning culture: R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality: 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</p>

communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

[Standards for student supervision and assessment](#) (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Programme documentation provides evidence of QUB's policies, systems and procedures to promote effective partnership working. There is a pre-registration midwifery curriculum steering group which includes the director of education, lead midwife for education, education theme lead, school manager, department of health midwifery officer, heads of midwifery/assistant directors from five health and social care trusts, midwifery students and SUC representatives. There's a record of meetings with cohorts of students, maternity SUCs and PLPs in the curriculum development process. Service users, PLPs and students all tell us that their views and feedback are valued and they are all treated as equal partners by QUB. They tell us that communication with and support from the university is effective.

There's a range of practice placement areas to support delivery of the programme. Documentary analysis demonstrates effective partnership between QUB and all stakeholders. Documentation and evidence from the approval visit shows that the design, delivery and evaluation of the MSc and BSc programmes has evolved through co-production involving women, partners, families, clinical practitioners, service users and advocacy groups at each stage.

The MORA evidences involvement of maternity SUCs and students in feedback, supervision and assessment processes. A clear implementation plan for the training and support of practice supervisors and assessors may help ensure continuity across the practice placements. (Recommendation one)

Documentation and feedback from the approval visit shows that SUCs, including those with maternity experience, are involved in the recruitment and selection of students for entry to the BSc and MSc programmes. QUB intend to strengthen their involvement through further representation on the scenario-based writing group, participation in the multiple mini interviewing process for BSc students and face to face interviews with MSc students.

Programme learning outcomes link directly to the importance of interdisciplinary team working. They include formative and summative simulations and community-based placements working with multi agency teams, for example in the care of women, infants and their families, and attending case conferences. Opportunities for interprofessional learning (IPL) within the practice learning setting are evidenced within MORA documentation. Hospital and community-based placements provide students with opportunities to work as part of the interdisciplinary team in a variety of areas including obstetrics, cardiology, psychology and physiotherapy to ensure a full range of additional care needs. QUB use a variety of guest speakers from a range of disciplines (for example psychiatry, epilepsy, genetics and sexual health) and across faiths and cultures to further enhance learning opportunities.

Documentation shows that QUB has adopted the NI regional approach to the SSSA with a future nurse future midwife (FNFM) programme board and associated working groups to ensure consistency and compliance. The midwifery expert reference group supports the full implementation of the future midwife agenda particularly in the practice learning environment, assessment and curriculum development. Programme documentation evidences the distinct roles of academic assessor, practice supervisor and practice assessor. In practice learning environments, students will receive feedback from their practice supervisors and practice assessors at specific stages as identified within the MORA and the context document. The assessment and feedback process indicates it will take into account students' individual learning needs including reasonable adjustments and support needs. The link lecturer role is separate and undertaken by members of the programme teaching team who link with identified practice placement areas providing support to students and practice learning staff. Link lecturers provide an essential chain of communication between the university and practice environment. This role is in addition to those required of the SSSA.

A process to raise and escalate any concerns is in place for students, practice supervisors and practice assessors in practice learning environments. Students tell us they are clear about how to raise or escalate concerns and feel well supported in their range of practice environments.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#)

MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
<p>Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: Standards for student supervision and assessment</p>
MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
<p>Post event review</p> <p>Identify how the condition(s) is met:</p> <p>N/A</p> <p>Date condition(s) met:</p> <p>N/A</p> <p>Revised outcome after condition(s) met:</p> <p>N/A</p>

<p>Student journey through the programme</p>
<p>Standard 1: Selection, admission and progression</p> <p>AEIs must:</p> <p>R1.1 appoint a <u>lead midwife for education</u> who is responsible for midwifery education in the AEI</p> <p>R1.2 inform the NMC of the name of the lead midwife for education</p> <p>R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes</p> <p>AEIs together with practice learning partners must:</p> <p>R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education</p> <p>R1.5 confirm on entry to the programme that students:</p> <p>R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document</p> <p>R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife</p> <p>R1.5.3 demonstrate values in accordance with the Code</p> <p>R1.5.4 have capability to learn behaviours in accordance with the Code</p> <p>R1.5.5 have capability to develop numeracy skills required to meet programme outcomes</p> <p>R1.5.6 can demonstrate proficiency in English language</p>

- R1.5.7 have capability in literacy to meet programme outcomes
- R1.5.8 have capability for digital and technological literacy to meet programme outcomes
- R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes
- R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the [NMC Guidance of health and character](#). This includes satisfactory occupational health assessments and criminal record checks
- R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully
- R1.9 ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and
- R1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult) and the programme complies with Article 40(1)(b) of Directive 2005/36/EC outlined in Annexe 1 of this document.

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

Proposed transfer of current students to the programme under review

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

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

- R1.1 appoint a [lead midwife for education](#) who is responsible for midwifery education in the AEI

R1.2 inform the NMC of the name of the lead midwife for education	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5 confirm on entry to the programme that students :	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.3 demonstrate values in accordance with the Code	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.4 have capability to learn behaviours in accordance with the Code	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.5 have capability to develop numeracy skills required to meet programme outcomes	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.6 can demonstrate proficiency in English language	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.7 have capability in literacy to meet programme outcomes	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.8 have capability for digital and technological literacy to meet programme outcomes	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met		
R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
R1.6 is met. There is a literacy, numeracy and digital literacy strategy from recruitment and through the programme at programme and university level. For example, practice modules include learning and assessment of numeracy, digital and technological literacy. Each year of the programme has a core non-credit bearing medicines management 'safeMedicate' module. Students are required to		

pass 100 percent numeracy examination before completion of the programme. SafeMedicate is an online platform within which students complete interactive exercises and practice assessments similar to solving dosage calculation problems in the real world.

Documentation states that the curriculum ensures development through the scaffolding of assessment activities (including technology and activity-based learning). Additional support is available for students through library services, personal tutors and Canvas online discussions. Students are supported to develop their critical thinking and reflective skills so they can communicate effectively.

Digital literacy is developed and supported through a wide range of content through Canvas. For example, online quizzes and access to various digital applications including digital health records.

QUB values student feedback through student surveys, the teaching excellence student support group and through contact with their personal tutors. Students tell us they are well supported in all aspects of their studies and feel the university listens, responds to their needs and provides access to a wider base and range of support services.

Evidence provides assurance that the following requirements are met

R1.7 ensure students' [health and character](#) are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the [NMC Guidance of health and character](#). This includes satisfactory occupational health assessments and criminal record checks

YES NO

R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully

YES NO

R1.9 ensure the lead midwife for education, or their [designated midwife substitute](#) is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and

YES NO

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

YES NO

Proposed transfer of current students to the programme under review

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

BSc midwifery students commencing year two in September 2021 will be transferred to the new curriculum. Their current year one modules in theory and practice have been mapped to the new curriculum and teaching for the current academic year will adjust to account for the transition planned in year two, for example in relation to explicit content of infant feeding and the inclusion of common additional care needs. The students were consulted about the transfer and gave their consent.

BSc midwifery students commencing year three in September 2021 will remain on their current curriculum, against the Standards for pre-registration midwifery education (NMC, 2009). Returning students from a temporary withdrawal from the programme will be reviewed by a panel and each case considered on an individual basis. Mapping of learning to point of when the temporary withdrawal was initiated in relation to the Standards of proficiency for registered midwives (NMC, 2019) will be undertaken to identify gaps and inform an appropriate plan for return to study.

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 students have been transferred to SSSA due to the NMC emergency standards (March 2020). Implementation of SSSA is in line with the strategy articulated by the England and NI midwifery education and practice collaboration. PLPs and students confirm at the visit that students are being allocated practice supervisors and practice assessors appropriately.

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 11 November 2020

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 2: Curriculum

AEIs together with practice learning partners must:

- R2.1 ensure programmes comply with the *NMC Standards framework for nursing and midwifery education*
- R2.2 comply with the *NMC Standards for student supervision and assessment*
- R2.3 ensure that programme learning outcomes reflect the *NMC Standards of proficiency for midwives*
- R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes
- R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice
- R2.7 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required
- R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies, and
- R2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, and comply with Article 40 (1) and satisfy Article 41(1) of Directive 2005/36/EC (see Annexe 1) by meeting the following criteria:
 - R2.5.1 full time education and training as a midwife is a minimum of three years and 4,600 hours, or
 - R2.5.2 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of two years and 3,600 hours, or
 - R2.5.3 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

R2.1 ensure programmes comply with the NMC [Standards framework for nursing and midwifery education](#)

YES NO

R2.2 comply with the NMC [Standards for student supervision and assessment](#)

YES NO

R2.3 ensure that programme learning outcomes reflect relevant *Standards of proficiency for midwives*

YES NO

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

R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes

MET NOT MET

R2.4 is met. Documentary evidence and confirmation at the approval visit clearly shows that women, partners, families and advocacy groups have been actively involved in all aspects of the programme development. This is evidenced through the co-production processes achieved through a variety of steering and planning group meetings and workshops and the delivery of some aspects of the curriculum by representatives of these groups (for example breastfeeding objective structured clinical examinations and stillbirth and neonatal death training).

There are opportunities for service users to provide feedback to students about the care they have provided through the MORA. At a more strategic level SUCs, advocacy groups and clinical partners are also involved in annual programme review. Students can evaluate each module and teacher on an annual basis.

Evidence provides assurance that the following requirements are met

R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

YES NO N/A

The programme is delivered in England.

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

R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice

MET **NOT MET**

R2.6 is met. Programme documentation and the MORA evidence that theory and practice learning are designed and delivered within the programme. Year one students on both routes work under direct supervision but then with less direct supervision as they progress through the programme. A wide range of opportunities are also provided for simulated practice in a safe environment to build confidence, knowledge and skills, for example: infant feeding and emergency scenarios such as undiagnosed breech.

The range of practice learning experiences cover antenatal, postnatal, neonatal, labour ward and community settings. Students have the opportunity to undertake a two-week elective placement in both the BSc and the MSc programmes.

The MORA and programme documentation identify what students are expected to achieve in relation to newborn infant physical examination (NIPE) in practice. A scoping exercise was undertaken to identify and ensure sufficient capacity to support students in relation to NIPE. As a result of this, additional places were commissioned to ensure there are adequate numbers of registrants to support students in their midwifery practice. PLPs tell us they are confident they have capacity for increased student numbers and can also offer additional hub and spoke placements.

R2.7 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required

MET **NOT MET**

R2.7 is met. Online packages such as 'safeMedicate' support pharmacology and medicine management learning and assessment. The university provides an online platform, Canvas, that provides students with opportunities to engage in interactive activities to test their own learning and to prepare for tutorials and workshops. This enables students with the opportunity to apply their learning when in the classroom. Documentation clearly states that simulation-based learning enhances (not replaces) skills development within midwifery education.

The midwifery simulation strategy outlines the incremental support and development of skills, particularly behavioural skills, to encourage effective communication and organisation as a member of an interdisciplinary team. Staff are given training on high fidelity simulation which is supported by a simulation handbook.

Technology-based learning is further enhanced through use of Canvas, enabling students with opportunities to engage in interactive learning including discussion forums and quizzes. QUB also undertakes data analytics to assess students' engagement with online material.

SUCs have been involved in the design, discussions and delivery of some of the scenarios and simulations. When the new simulation centre opens in January 2021 this approach will be further piloted so that SUCs and clinicians work alongside each other to design, deliver and evaluate simulated learning.

R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies

MET **NOT MET**

R2.8 is met. Documentary analysis evidences an equal balance of 50 percent theory and 50 percent practice organised into block weeks of theory and practice learning. There is no compensation across modules. The blended learning strategy enables a range of teaching and learning strategies, including lectures, workshops, simulation and interactive online activities. Simulation is used as a learning strategy for skills rehearsal for practice and for emergency scenarios.

Evidence provides assurance that the following requirements are met

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

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

YES **NO**

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

YES **NO**

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

YES **NO**

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to assessment are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 11 November 2020		
Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s):		
N/A		
Revised outcome after condition(s) met:		
N/A		

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

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

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. The regional approach to the implementation of FNFM standards involved representation from all stakeholders to ensure and embed appropriate standards across the programme. A context document for the programme details the arrangement of proficiencies in each part of the programme, with monitoring and management of student progression through the programme. The context document makes explicit that practice learning is not to be graded. Documentation states that current placement opportunities have been reviewed and two scoping exercises were undertaken to ensure midwifery students will receive opportunities and diverse placements across the childbirth continuum. There is a variety of academic assessments and both formative and summative feedback opportunities in theory and practice.

Domains one to five of the Standards of proficiency for registered midwives (NMC, 2019) are mapped within programme documentation. Skills detailed in domain six are visible and evidenced within the MORA, demonstrating what must be met to complete the programme.

The MORA forms a record of learning experiences across the maternity care continuum and documents any additional complementary or elective placement. Allocation of varied practice placements provides a range of experiences which prepares students for real life challenges and adds breadth to the student experience.

The programme team and PLPs tell us about the ways practice supervisors, practice assessors, academic assessors and link lecturers collaborate to ensure practice learning opportunities allow students to achieve.

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

MET **NOT MET**

R3.2 is met. The programme specification and the student handbooks identify holistic midwifery care as a required learning outcome. This is evident in module outlines, the assessment of practice document and the MORA, across all years of both programmes. Holistic midwifery care is understood to be grounded in a values-based approach to practice, associated with compassionate practice, grounded in an understanding of the social, emotional, cultural, spiritual, psychological and physical experiences of women. Programme documentation details holistic care as a requirement in the provision of midwifery care for the well woman and their family and when the woman and/or their neonate have complex care needs. The MORA repeatedly refers to the student demonstrating holistic care of the woman and neonate, across the childbearing continuum.

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

MET **NOT MET**

R3.3 is met. Documentation and evidence from the approval visit shows a strong emphasis on the importance of interdisciplinary and multi-agency working and the development of skills in these areas. There is evidence that students will have the opportunity to take part in formative and summative interdisciplinary team simulations on obstetric emergency care. The MORA provides templates for students to record and reflect on any IPL undertaken with members of the multidisciplinary team and for students to self-evaluate and reflect on their practice learning experiences.

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

MET **NOT MET**

R3.4 is met. In keeping with national policy guidelines, programme documentation evidences that continuity of midwifery care is embedded throughout the programme. The new programme includes a student led continuity of care model. Using continuity of care opportunities, students will demonstrate the ability to provide continuity of midwifery care. This is across the continuum of care for women and newborn infants with and without complications and further care needs. This may involve working within a continuity team and/or demonstrating continuity of care and carer on an individual basis.

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

MET **NOT MET**

R3.5 is met. There is clear evidence that student midwives are provided with learning opportunities to experience midwifery care across a range of settings. Students are also encouraged to encounter greater diversity when selecting their flexible placements, for example overseas. Documentary evidence and narrative evidence from the programme team, PLPs and students indicates that students have opportunities to learn about and experience midwifery care for a diverse population in a range of settings. 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. Theory modules enable students to address the impact of diversity on health and consider how midwives and maternity services can respond to their differing needs.

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

MET **NOT MET**

R3.6 is met. Programme documentation and evidence from the approval visit show that a range of learning opportunities are provided to enable students to develop the knowledge, skills and behaviours to provide care to woman and the newborn infant with complex care needs. The curriculum is designed as progressive stages across each year and built upon in subsequent years, enabling students to build their midwifery knowledge base, from normal to complex maternity care needs, across physical, mental and social wellbeing. Students have opportunities to experience midwifery care for those with complex needs across community, hospital and specialist service, including neonatal units. The MORA is designed to document students' developing knowledge and understanding when caring for women and newborn infants with additional needs. The MORA interim reviews and holistic assessment require students to be assessed against the professional behaviours required of a registered midwife as documented in the Code.

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

MET **NOT MET**

R3.7 is met. Students tell us they feel the university actively listens, communication is excellent and support is offered for their individual learning needs or reasonable adjustments in practice. The AEI disability support code of practice (2017) provides a framework for the university's support provision for supporting students with individual learning needs. The personal tutor is the first point of contact for support. There is also a disability tutor whose role is to support students in a confidential manner about anything impacting on their ability to study at university or in any placement. There's a section in the MORA called 'about me' which facilitates sharing information regarding individual needs and reasonable adjustments in practice. There are university and programme processes for

adjustments, such as specific learning resources, changes to practice locations, practice hours, assessment activities and study break or suspensions.

The outcome of discussions with students, PLPs and the programme team at the visit indicates that assistance is provided to students who require additional support. Students tell us about the disability tutor role and of adjustments that can be made. We find that students with additional learning needs are supported by the programme lead and personal tutors.

Evidence provides assurance that the following requirements are met

R3.8 ensure students experience the range of hours expected of practising midwives
 YES NO

R3.9 ensure students are [supernumerary](#)
 YES NO

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to practice learning are met
 YES NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to practice learning are met
 YES NO

Outcome

Is the standard met? MET NOT MET

Date: 11 November 2020

Post event review

Identify how the condition(s) is met

N/A

Date condition(s):

N/A

Revised outcome after condition(s) met:

N/A

Standard 4: Supervision and assessment

AEIs together with practice learning partners must:

- R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC [Standards framework for nursing and midwifery education](#)
- R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC [Standards for student supervision and assessment](#)
- R4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes
- R4.4 provide students with feedback throughout the programme to support their development
- R4.5 ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 percent
- R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife
- R4.7 ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives, and
- R4.8 ensure the knowledge and skills for midwives set out in Article 40(3) and the activities of a midwife specified in Article 42 of Directive 2005/36/EC have been met as outlined in [Annexe 1](#) of this document

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Documentary evidence and the approval process show that students will be able to achieve the Standards of proficiency for registered midwives (NMC, 2019) through access to a variety of practice learning experiences in PLP organisations. There are practice learning experiences in each year of the programme which are designed to facilitate students in meeting the care needs of women and their families in a variety of settings. Evidence from educational audits is also used to determine suitability of practice learning environments. The MORA details the roles and responsibilities of the practice supervisor, practice assessor and academic assessor which meet the SSSA. QUB and PLPs have robust procedures and policies in place to show how support, supervision and learning opportunities comply with the SFNME. PLPs tell us they are confident they can offer the capacity and range of opportunities to all future students. There are practice learning experiences in each year of both programmes which are designed to facilitate students meeting a diverse range of people in a variety of

practice and community settings. QUB is to use the MORA and the supporting implementation package developed by the England and NI midwifery collaborative group.

A process to raise and escalate any concerns is in place for students and practice supervisors and practice assessors in practice learning environments. In addition, the programme team and PLPs describe collaborative reporting and management processes they can use to investigate serious untoward incidents. Both PLPs and students confirm their understanding of processes to use if difficulties are encountered and tell us they feel confident individual circumstances are taken into account.

Academic staff curriculum vitae demonstrate that the new curricula will be delivered by suitably qualified educators. PLPs and the programme team confirm there are sufficient appropriately prepared practice supervisors, practice assessors and academic assessors to support delivery of the practice learning element of the programmes.

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

MET **NOT MET**

R4.2 is met. Documentation and evidence from the approval visit shows that academic and practice support, supervision, learning opportunities and assessment is available to students throughout the programme. The role of practice assessors and practice supervisors is detailed within the MORA and the England and NI collaboration preparation pack supporting the implementation of the MORA.

Clinical staff are being prepared for their roles as practice assessor or practice supervisor through the FNFM regional preparation programmes. Additional and ongoing training is planned to further support these roles.

The programme team tell us the plan in place for academic assessor preparation and allocation. This will ensure a different academic assessor for each part of the programme. The programme team and PLPs tell us that each student has a named academic assessor who participates in the student's final assessment. They understand the role of the academic assessor in reviewing the students' progress with the practice assessor/practice supervisor. Students say they're aware of the new SSSA roles and responsibilities. QUB use InPlace allocation software which ensures no duplicity of academic assessor roles.

Communication and engagement between SSSA roles are evident in the programme documentation. The nominated person in each practice setting is identified in the MORA.

Students confirm they're well supported in practice and their specific needs, such as health requirements, are considered during programme delivery.

The MORA is used to guide and assess students' practice learning and proficiencies and records student achievement and progression.

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

MET **NOT MET**

R4.3 is met. The MORA details and records achievement of the proficiencies in the practice learning environment and progression through each part of the programme. Domains one to five are mapped and the skills detailed in domain six are clearly visible and evidenced within the MORA, demonstrating what must be met at the point of registration as a midwife. The external examiner visits and reports upon students' practice learning as part of their duties.

Programme documentation is mapped to the Standards of proficiency for registered midwives (NMC, 2019) in both theory and practice and to programme outcomes. External examiners review the assessments for quality purposes.

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

MET **NOT MET**

R4.4 is met. All modules have formative assessment for students. Programme documentation shows that there are processes in place 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 academic assessor 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 practice supervisor and practice assessor to provide ongoing formative and summative feedback to the student in the practice setting. Students are encouraged to reflect on their own learning through feedback both by staff and tutors in the university and across placement settings.

Evidence provides assurance that the following requirements are met

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

YES **NO**

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

	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
R4.7 ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives, and	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
R4.8 ensure the knowledge and skills for midwives set out in Article 40(3) and the activities of a midwife specified in Article 42 of Directive 2005/36/EC have been met as outlined in Annexe 1 of this document	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to supervision and assessment are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to supervision and assessment are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 11 November 2020	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	
N/A	

Standard 5: Qualification to be awarded
AEIs together with practice learning partners must:
R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level
R5.2 notify students during and before completion of the programme that they have five years to apply to register with the NMC if they wish to rely on this

qualification¹. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

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

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level. **YES** **NO**

R5.2 notify students during and before completion of the programme that they have [five years](#) to apply to register with the NMC if they wish to rely on this qualification². In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards. **YES** **NO**

Fall Back Award

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

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

There is no fall back award conferring NMC registration.

Outcome

Is the standard met? **MET** **NOT MET**

Date: 11 November 2020

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

<p>Revised outcome after condition(s) met:</p> <p>N/A</p>
--

Section four

Sources of evidence

The following documentation provided by the AEI/education institution was reviewed by the visitor(s):

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for midwives</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration midwifery programmes</i> (NMC, 2019) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the LME	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>

External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
List additional documentation:		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: BSc (Hons) student midwives (three-year programme): Year one x four Year two x four Year three x four Newly qualified (September 17 cohort) x two October 2019 (shortened programme) x three (year one) October 2018 (shortened programme) x three (year two)		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation		
Additional comments: None identified.		

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

	YES	NO

Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System Regulator Reports List: Muckmore Abbey Hospital review report, 31 July 2020		
If you stated no above, please provide the reason and mitigation: QUB is an established AEI, a resource check is not required.		
Additional comments: None identified.		

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(s):	Rachael Spencer Phil Stephenson	Date:	17 November 2020
Checked by:	Pamela Page	Date:	20 November 2020
Submitted by:	Amy Young	Date:	9 December 2020
Approved by:	Emiko Hughes	Date:	9 December 2020