

Programme approval report

Section one

Programme provider name:	University of East Anglia
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	James Paget University Hospitals NHS Foundation Trust Norfolk and Norwich University Hospitals NHS Trust Queen Elizabeth Hospital Kings Lynn NHS Trust East Suffolk and North Essex NHS Foundation Trust West Suffolk NHS Foundation Trust
Programme reviewed:	Registered Midwife - 18M <input type="checkbox"/> Registered Midwife - 24M <input type="checkbox"/> Registered Midwife - 36M <input checked="" type="checkbox"/> Registered Midwife - degree apprentice <input type="checkbox"/>
Title of programme(s):	BSc (Hons) Midwifery
Academic levels:	
Registered Midwife - 18M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 24M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 36M	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11

Registered Midwife - degree apprentice	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11				
Date of approval visit:	2 March 2021				
Programme start date: Registered Midwife – 18M Registered Midwife – 24 M Registered Midwife – 36 M Registered Midwife – degree apprentice	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="text-align: center;">20 September 2021</td></tr> <tr><td style="height: 20px;"> </td></tr> </table>			20 September 2021	
20 September 2021					
QA visitor(s):	Registrant Visitor: Dr Heather Ingram Lay Visitor: Jennifer Dye				

Section two

Summary of review and findings

University of East Anglia (UEA) is an established approved education institution (AEI) of NMC programmes with the provision of midwifery programmes based at the School of Health Sciences. UEA is seeking re-approval of the BSc (Hons) to align with the Nursing and Midwifery Council (NMC) 2019 standards and proficiencies. The Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and Standards of proficiency for midwives (SPM) (NMC, 2019) are clearly detailed and mapped within the programme. The programme is three years in length with a projected annual intake of 60 student midwives.

The programme learning outcomes have been mapped to the SPM which have informed the programme design and modular structure. UEA is using the midwifery ongoing record of achievement (MORA). This is a collaboratively designed practice document shared with other AEIs across England and Northern Ireland which is mapped to the SPM.

System regulators have not identified any on-going 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 is clear evidence of close partnership working and regular communications between UEA, the lead midwife for education (LME) and their practice learning partners (PLPs) to manage and mitigate any risks to student learning.

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

The BSc (Hons) Midwifery is recommended for re-approval subject to three NMC conditions and one university condition. Three NMC recommendations, one joint with the AEI, are made. Two further university recommendations are made.

Update 26 March 2021:

Evidence was provided to meet the NMC three conditions. The conditions and related standards/requirements are now met. Evidence provided confirms that the university condition is met and all documentation updated to correct typographical errors, mapping of learning outcomes, assessment criteria and the use of inclusive language. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources: None identified.</p> <p>Selection, admission and progression: None identified.</p> <p>Practice learning: Condition one: Detail the spoke placements on the placement planner and within the practice modules. (SPMP R2.6) Condition two: Provide information and guidance on the implementation of continuity of midwifery carer and caseloading for all students and service users (SUs). (SPMP R3.4)</p> <p>Assessment, fitness for practice and award: Condition three: Provide information and guidance for clinicians and all, existing and future, students on the implementation of the MORA and the electronic platform. (SPMP R2.2; SSSA R6.8; SFNME R1.12)</p> <p>Education governance: management and quality assurance: Condition four: The programme team should review all documentation to:</p> <ul style="list-style-type: none"> • correct any typographical errors • ensure all learning outcomes are mapped in assessments • ensure assessment descriptors and criteria are level appropriate • consider as appropriate, throughout the documentation, the inclusivity of language, for example, page 12, the use of 'fathers'- perhaps consider use of 'partners'. (University condition)

<p>Date condition(s) to be met:</p>	<p>30 March 2021</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider how SUs and representatives from relevant stakeholder groups can be engaged in partnership in the recruitment and selection of student midwives when virtual interviews are evaluated and a decision is made on what interview model is employed beyond the global pandemic requirement. (SFNME R2.7)</p> <p>Recommendation two: Consider including the flowchart identifying the LME responsibilities when supporting declarations of health and character for students within the School fitness to practise process. (SPMP R1.9)</p> <p>Recommendation three: The programme team continue to work closely with SUs to further enhance their input to interview question design, and ensure SUs are accessing relevant training and support offered to support their involvement in programme. (SFNME R2.7; SPMP R1.4) (Joint NMC and university recommendation)</p> <p>Recommendation four: The programme team take the opportunity to review the use and balance of formative assessments versus formative learning activities, both within and across modules (particularly those of equivalent credit weighting) in the context of student load across the programme and continue to monitor this as the programme evolves. (University recommendation)</p> <p>Recommendation five: The programme team take the opportunity to review and fully embed equality, diversity and inclusivity throughout the curriculum, including consideration of trans and non-binary needs. (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:

UEA provided the detail of the spoke placements on the placement planner which meets the condition.

Condition one is now met.

UEA provided a continuity of carer (CoC) handbook for students and SUs which meets the condition.

Condition two is now met.

UEA provided the MORA information and guidance for students and clinicians documents and an implementation plan which meets the condition.

Condition three is now met.

Evidence provided confirms that the university condition is met and all documentation updated to correct typographical errors, mapping of learning outcomes, assessment criteria and the use of inclusive language.

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

AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	26 March 2021

Section three

NMC Programme standards
Please refer to NMC standards reference points Standards for pre-registration midwifery programmes (NMC, 2019)

NMC Programme standards

[The Future midwife: Standards of proficiency for registered midwives](#) (NMC, 2019)
[Standards framework for nursing and midwifery education](#) (NMC, 2018)
[Standards for student supervision and assessment](#) (NMC, 2018)
[The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates](#) (NMC, 2015 updated 2018)
[Quality assurance framework for nursing, midwifery and nursing associate education](#) (NMC, 2020)
[QA Handbook](#) (NMC, 2020)

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.

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.

The provision of further evidence following the interim report and discussion at the approval visit confirm that the BSc programme is aligned to NMC standards. The programme will adopt the MORA in an electronic format using the practice assessment record and evaluation (PARE) package in agreement with the PLPs. The SSSA have been implemented since September 2019 following a major modification in August 2019.

We found evidence from documentation and discussions to support the AEI's commitment and collective responsibility to effective partnership working with all partners and stakeholders. The programme documentation describes partnership working with SU, students and PLP as meaningful and enhancing the quality of the programme and the student experience. There are established communication pathways at strategic and operational levels between PLPs and the school for effective partnership working.

The practice learning circuit is arranged as hubs and spokes using the well-established collaborative learning in practice (CLiP) model. The practice learning environments are audited two-yearly with the last review in August 2019. Placement learning is evaluated electronically and will use the PARE platform for the September 2021 cohort onwards. Issues raised from the evaluations are jointly discussed between the practice partners and the AEI 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 and caring for a diverse population. Inter-professional learning (IPL) is promoted within the practice and theory settings in each year of the programme in each PLP. The curriculum will draw meaningfully from appropriately experienced and qualified educators within the academic team and practitioners from the placement learning partners. Students undertake formative peer assessment and teach neonatal life support to other healthcare students such

as paramedic science students and participate in unfolding labour scenarios with operating department practitioners. Year three students facilitate IPL sessions for year one students. There are demonstrable strategies for the clinical educators, practice supervisors, practice assessors, education institution staff and SUs for escalating concerns regarding students practice learning in each PLP.

PLPs are involved in the co-production, design, development, planned delivery and evaluation of the programme. Processes are in place to demonstrate evidence of listening and responding to the voice of students, practice colleagues and SUs and carers. SUs and carers are effectively embedded within the recruitment process and the model of interviewing is subject to evaluation by UEA when global pandemic restrictions are lifted. There is SU involvement in the review of interview questions with differences reported on the extent of the impact of their feedback and differing experiences of training in preparation for the role (recommendation one and recommendation three). There is evidence from discussion with SUs and programme documentation of effective SUs and carer involvement in the programme delivery, evaluation and development through strong links with the local maternity voice group and maternity transformation group. There is evidence from documentation and discussions at the approval visit of prior consultations with students and SUs about the proposed programme. Students, SUs, and PLPs confirm their involvement in curriculum review. Stakeholders gave examples of how they had influenced the curriculum development with the inclusion of more content on pregnancy loss and a spoke placement with the British Pregnancy Advisory Service.

There are mechanisms in place to enable stakeholders to provide objective and subjective feedback for students which promote and encourage reflective learning in the education institution and practice settings. SUs 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 does not compromise public safety. Practice supervisors and assessors from each PLP confirm awareness of their roles and responsibilities and provide evidence of robust preparation for their roles by the AEI and practice partners. Practice supervisors are given sufficient opportunities to engage and communicate with the practice 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 and academic assessors will occur when reviewing progression and proficiency achievement.

There are embedded processes within the programme to monitor and ensure a range of relevant people participate in the education of students to ensure

proficiency as midwives upon qualification whilst taking account of individual student learning needs.

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

MET **NOT MET**

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: [Standards for student supervision and assessment](#)

MET **NOT MET**

Post visit review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

MET **NOT MET**

Student journey through the programme

Standard 1: Selection, admission and progression

AEIs must:

R1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI

R1.2 inform the NMC of the name of the lead midwife for education

R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes

AEIs together with practice learning partners must:

- R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
- R1.5 confirm on entry to the programme that students:
- R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document
- R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
- R1.5.3 demonstrate values in accordance with [the Code](#)
- R1.5.4 have capability to learn behaviours in accordance with the Code
- R1.5.5 have capability to develop numeracy skills required to meet programme outcomes
- R1.5.6 can demonstrate proficiency in English language
- R1.5.7 have capability in literacy to meet programme outcomes
- R1.5.8 have capability for digital and technological literacy to meet programme outcomes
- R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes
- R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the [NMC Guidance of health and character](#). This includes satisfactory occupational health assessments and criminal record checks
- R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse determinations made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully
- R1.9 ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and
- R1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult) and the programme complies with Article 40(1)(b) of Directive 2005/36/EC outlined in Annexe 1 of this document.

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

Proposed transfer of current students to the programme under review

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

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

R1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI
 YES NO

R1.2 inform the NMC of the name of the lead midwife for education
 YES NO

R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes
 YES NO

R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
 YES NO

R1.5 confirm on entry to the programme that students:

R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document
 YES NO

R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
 YES NO

R1.5.3 demonstrate values in accordance with the Code
 YES NO

R1.5.4 have capability to learn behaviours in accordance with the Code

	YES <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"/>
<p>R1.6 is met. Evidence provided from documentary analysis and from 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.</p> <p>The requirement for general education length and qualifications which demonstrate proficiency in English language, literacy and numeracy are checked by admissions staff. The application process requires applicants to use an online digital format. The multiple mini-interviews explore the applicant's knowledge and understanding of the role and scope of the practice of the midwife and NHS core values. An e-learning resource (SafeMedicate) is used to support the development of numeracy skills; numeracy and calculations are part of the pharmacology theme (one of the 21 content themes identified). The curriculum is designed to facilitate behaviours that evolve through experiential learning and the opportunity for repetition, feedback, evaluation and reflection.</p>		
Evidence provides assurance that the following requirements are met		
R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with		

the [NMC Guidance of health and character](#). This includes satisfactory occupational health assessments and criminal record checks

YES NO

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

YES NO

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

YES NO

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

YES NO

UEA is not seeking approval of the shortened pre-registration midwifery programme.

Proposed transfer of current students to the programme under review

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

Following documentary analysis and discussions at the approval visit the proposed programme is intended for cohort September 2021. Current year one, two and three students will remain on their original programme supported SSSA. Year three students are aware of the new programme and standards.

The programme team confirm that no current students will be transferring to the SPMP.

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 UEA in September 2019 following major modification in August 2019 for all existing students. The BSc (Hons) programme cohort September 2021 will be adopting the MORA using a PARE on an electronic platform in September 2021. Existing students will continue with their original paper-based practice assessment documentation.

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: 2 March 2021

Post visit review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 2: Curriculum

AEIs together with practice learning partners must:

R2.1 ensure programmes comply with the *NMC Standards framework for nursing and midwifery education*

R2.2 comply with the *NMC Standards for student supervision and assessment*

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

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

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

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

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

- R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies, and
- R2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, and comply with Article 40 (1) and satisfy Article 41(1) of Directive 2005/36/EC (see Annexe 1) by meeting the following criteria:
- R2.9.1 full time education and training as a midwife is a minimum of three years and 4,600 hours, or
- R2.9.2 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of two years and 3,600 hours, or
- R2.9.3 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

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

YES NO

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

YES NO

R2.2 is not met. The SSSA have been adopted since September 2019 following a successful major modification by the midwifery team in August 2019. CLiP using the coaching approach to learning continues for existing and future students. The programme team will implement the MORA using an electronic platform (PARE) for recording for the September 2021 cohort only. An implementation strategy with a range of activities, for example podcasts, weekly drop-in sessions for clinical staff, is reported by the programme team. The practice supervisors and practice assessors across the three learning circuits and current students as future practitioners report a lack of involvement and familiarity with the new practice assessment documentation (MORA) and recording using the electronic platform. (Condition three)

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. Following documentary analysis and discussion at the approval visit, there is strong evidence that SUs are involved in each stage of the programme. The minutes of meetings and discussions confirm there is a robust partnership between UEA and the local Maternity Voice Partnership group. SUs are involved in the delivery of the curriculum providing regular teaching sessions and workshop activities for example bereavement, experience of twins. The team of academic service user leads within the School support SU involvement within the curriculum. SUs report support for involvement in programme delivery with differing experiences of training in preparation for the role. It is recommended that the programme team continue to work closely with SUs to further enhance their input to interview question design, and ensure SUs are accessing relevant training and support offered to support their involvement in programme. (Recommendation three)

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 not met. Following documentary analysis and discussions at the approval visit, support for students includes a range of academic and clinically based staff, for example clinical educators, practice development midwives, the programme team, the Health Science Embedded Wellbeing Team and a Central University Student Support Service. Students confirm the effectiveness of the support available. Placement learning opportunities are arranged using a hub and spoke model to provide relevant and ongoing exposure to midwifery practice. The professional practice modules, year planners and practice partners confirm the availability of hub community, inpatient and intrapartum placements in each year. Discussion with students, the programme team and practice supervisors and

practice assessors confirm that spoke placements are arranged by the clinical educators. There is a lack of documentary evidence clarifying the arrangements of the spoke placements and the differences in each year. (Condition one)

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. 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. There is a practice simulation strategy and placement enhancement weeks at the end of each academic year to reflect the relevant clinical skills for the students in each part of the programme. Students at UEA have access to and use a range of resources in the academic learning environment including a clinical skills suite, a clinical skills team and online clinical skills teaching packages, to support learning and assessment effectively. Clinical educators are employed in both the academic and practice learning environments and are qualified practice supervisors. Clinical educators and lecturers confirm that where a proficiency is required and clinical circumstances occur infrequently, the skill is assessed via simulated practice and recorded in the MORA by the clinical educators.

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. Following documentary analysis and discussions at the approval visit, there is robust evidence confirming that there is 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 year of the programme.

Evidence provides assurance that the following requirements are met

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

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

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

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

YES NO N/A

UEA is not seeking approval for a post registration route to pre-registration midwifery.

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

YES NO N/A

UEA is not seeking approval for a post registration route to pre-registration midwifery.

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

YES NO

CLiP will continue for all students and the MORA using an electronic platform (PARE) for recording will be introduced for the September 2021 cohort only. There is a lack of involvement of practice supervisors, practice assessors and student midwives in the design and co-production of the clinical assessment documentation and electronic process (PARE). (Condition three)

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

YES NO

The SSSA have been adopted since September 2019 following a successful major modification by the midwifery team in August 2019. CLiP using the coaching approach to learning continues for existing and future students. The programme team will implement the MORA using an electronic platform (PARE) for recording for the September 2021 cohort only. An implementation strategy with a range of activities, for example podcasts, weekly drop-in sessions for clinical staff, is reported by the programme team. The practice supervisors and practice assessors across the three learning circuits and current students as future practitioners report a lack of involvement and familiarity with the new practice assessment documentation (MORA) and recording using the electronic platform. (Condition three)

Outcome

Is the standard met? MET NOT MET

There is a lack of involvement and familiarity with the new practice assessment documentation (MORA) and recording using the electronic platform reported by practice supervisors and practice assessors across the three learning circuits and current students as future practitioners. Condition three: Provide information and guidance for clinicians and all, existing and future, students on the implementation of the MORA and the electronic platform. (SPMP R2.2; SSSA R6.8; SFNME R1.12)

There is a lack of documentary evidence clarifying the arrangements of the spoke placements and the differences in each year. Condition one: Detail the spoke placements on the placement planner and within the practice modules. (SPMP R2.6)

Date: 2 March 2021

Post visit review

Identify how the condition(s) is met:

Condition one is now met. The programme team have demonstrated meeting condition one. The evidence provides assurance that the arrangements for the spoke placements and differences in each year is clear.

Evidence:

Revised programme planner, 26 March 2021

Condition three is now met. The evidence provides assurance that there is clear information and an implementation plan for involving and familiarising practice supervisors, practice assessors and all students with the new practice assessment documentation (MORA) and recording using the electronic platform.

Evidence:

MORA information and guidance for students and clinician's document, 26 March 2021

Implementation plan for MORA on PARE, 26 March 2021

Date condition(s) met: 26 March 2021

Revised outcome after condition(s) met: MET NOT MET

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. Following documentary analysis and discussions at the approval visit, practice learning opportunities enable students to develop and meet the NMC SPM. Programme documentation and practice partners confirm there is an effective range and diversity of hub and spoke placements that support development and qualification as midwives. Clinical educators lead in working with students to ensure spoke placements are arranged within each placement and each learning circuit. Practice supervisors and practice assessors confirm the availability of relevant hub and spoke placements.

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. Following documentary analysis and discussions at the approval visit, there is 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. Placement partners confirm that the placement learning opportunities within the three placement circuits, provide relevant and effective learning opportunities to ensure students experience the role and scope of the midwife. The BSc programme is adopting the MORA which is mapped to the SPM and supports student learning to provide holistic care.

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. An inter-professional approach is described within the documentation. UEA has a centre for inter-professional practice which indicates that the responsibility for delivering IPL lies with schools to ensure it is fully embedded in the curricula.

The school has two academic leads to support courses with IPL and there is an IPL quality committee which is steered by students. IPL is integrated throughout the programme. The programme team and students describe specific IPL examples:

- In year one a number of IPL workshops are scheduled where small groups of students from a range of professions (medicine, pharmacy, nursing, paramedic, speech and language therapy, occupational therapy, physiotherapy, operating department practitioners) engage in shared activities – these occurred via zoom this year due to the global pandemic. They were facilitated by UEA staff and final year students.
- Midwifery students are engaged in teaching paramedic students neonatal life support and complex childbirth delivery sessions, delivered alongside operating department practitioner (ODP) students.

Students confirm that IPL is embedded throughout both theory and practice with scenario based learning and unfolding case studies being given as examples. IPL experiences are described positively; negative experiences appear related to technical IT issues rather than content.

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 not met. Following documentary analysis and discussion at the approval visit, CoC service models within the five partner Trusts and across the three learning circuits are being developed. Four NHS Trusts have differing timelines for implementation and one Trust commenced a partial service model in December 2020. Students will join a CoC team from September 2021 where possible. Traditional community teams will exist where students unable to join a CoC service model, can experience CoC cases: year three students will be encouraged to carry a small caseload of women in community and learning opportunities exist within the hospital setting to experience CoC during a shift or following a case through the continuum of care. Placement learning partners in conjunction with the Local Maternity System report that plans and guidance for involving students are being developed including guidance for SUs. There is a summative assessment within each professional practice module which requires students to reflect on continuity models. The lack of clarity or documentation guiding students and SUs in the allocation to CoC models or managing CoC cases leads to uncertainty around the appropriateness and effectiveness of learning opportunities to enable students to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants. (Condition two)

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. Following documentary analysis and discussion at the approval visit, 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 programme team, clinical educators, students and practice supervisors/assessors confirm the range of placement learning opportunities to experience midwifery care for a diverse population provided in community and hospital settings is appropriate and relevant. Students are allocated to different community teams through the programme. Clinical educators and the programme team monitor the students experiences for equity and diversity and adapt placements as appropriate to ensure students can achieve the required outcomes and proficiencies. The academic team and placement partners confirm that the placement learning opportunities within the three placement circuits, support students to provide care for a diverse population in a range of settings including large tertiary and smaller units.

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. Following documentary analysis and discussion at the approval visit 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 directing content in the spiral curriculum with 21 learning themes, 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 a placement with the British Pregnancy Advisory Service. The clinical educators co-ordinate and monitor the connection between the modules and the placement learning opportunities in the practice setting. The practice assessment documentation (MORA) is mapped to the SPM which supports the assessment of the required knowledge, skills and behaviour needed.

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. Following documentary analysis and discussions at the approval visit, there is evidence of the effectiveness of the allocation of practice learning opportunities which take account of student's 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 and practice supervisors/assessors describe supportive changes made to learning arrangements in the academic and clinical 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.

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**

The lack of clarity or documentation guiding students and SUs in the allocation to CoC models or managing CoC cases leads to uncertainty around the appropriateness and effectiveness of learning opportunities to enable students to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants.

Condition two: Provide information and guidance on the implementation of continuity of midwifery carer and caseloading for all students and SUs. (SPMP R3.4)

Date: 2 March 2021

Post visit review

Identify how the condition(s) is met

Condition two is now met. The programme team have demonstrated meeting condition two. The guidance confirms that students and SUs have clarity about how the CoC models or CoC cases will be implemented and the appropriateness and effectiveness of the learning opportunities available. There is clear information on how students can achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants.

Evidence:

CoC guidance documents for students and SUs, 22 March 2021

Date condition(s) met: 26 March 2021

Revised outcome after condition(s) met:

MET **NOT MET**

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. Following documentary analysis and discussions at the approval visit, there are effective arrangements for support, supervision, learning opportunities and assessment to ensure the BSc (Hons) Midwifery programme complies 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 is 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. Lead academic staff, PLPs, programme documentation and policies confirm that issues are managed and resolved collaboratively between stakeholders. 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. Review of team curriculum vitae (CVs), discussions with the programme team and practice supervisors/assessors confirm that the support, supervision and assessment of students is provided by suitably qualified, prepared and skilled midwives and health care professionals.

- 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. Following documentary analysis and discussions at the approval visit there are effective arrangements for support, supervision, learning opportunities

and assessment to ensure the BSc (Hons) Midwifery programme complies with the SSSA. Programme documentation and discussions with the practice supervisors and practice assessors confirm that the design of both programmes and the staging of the modules support practice learning and attainment of proficiencies and programme outcomes. Students are allocated to one of three placement learning circuits and rotate between two different NHS trusts within each learning circuit. The programme team and practice partners confirm that the support, supervision and assessment of students is provided by suitably qualified, prepared and skilled midwives and health care professionals. Discussion on how to fail students with practice supervisor and practice assessors and the programme team confirms understanding of appropriate understanding of roles and responsibilities in assessing student practice and academic achievement.

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. Following documentary analysis and discussion at the approval visit, the evidence confirms that throughout the programme students meet the NMC SPM and programme outcomes. The mapping documents demonstrate how modules in each year of both programmes are informed by and linked to the practice domains from the NMC SPM. Student feedback, discussions with the programme team including clinical educators 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) programme will adopt the MORA using an electronic platform for recording.

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

MET **NOT MET**

R4.4 is met. Following documentary analysis and discussions at the approval visit, there is robust evidence that students are provided with feedback throughout the programme to support their development. There is a clearly developed formative and summative feedback system in the academic and practice learning environments including regular self and peer assessment. The programme documentation and discussion with programme team demonstrates that the formative and summative assessment strategy effectively supports student development. Students report positively on the level and quality of feedback provided.

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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
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: 2 March 2021	
Post visit 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 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 visit 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 visit 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

Documentary analysis confirms that students are eligible for the award with registration when the programme is successfully completed. A fall back exit award with NMC registration is not available.

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met

YES NO

Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 2 March 2021	
Post visit 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	

Section four

Sources of evidence

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: A written placement agreement is provided in the gateway one submission. Supernumerary status is confirmed in the curriculum approval document and the practice education student handbook.		
List additional documentation: Post event documents to support conditions: Revised programme planner, 22 March 2021 MORA information and guidance for students and clinician's document, 22 March 2021 Implementation plan for MORA on PARE, 22 March 2021 CoC guidance documents for students and SUs, 22 March 2021		
Additional comments: None identified.		

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input 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: 2020 cohort year one – three students 2019 cohort year two – two students 2018 cohort year three – three students		
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 visit:

	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: CQC Report: Jeeral Cawston Park inspection visit, 27 – 28 August 2020 CQC Report: Norfolk and Norwich University Hospitals NHS Foundation Trust inspection visit, 10 December – 15 January 2020 CQC Report: North Middlesex University Hospital inspection visit, 20 January 2020 CQC Report: The Princess Alexandra Hospital inspection visit, 3 February 2020 CQC Report: West Suffolk NHS Foundation trust inspection visit, 24 September – 30 October 2019		
If you stated no above, please provide the reason and mitigation: UEA is an established AEI. A resource check was not required.		
Additional comments: None identified.		

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Issue record

Final Report

Author(s):	Heather Ingram	Date:	18 March 2021
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