

Programme approval report

Section one

Programme provider name:	University of Chester
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:	22 March 2022
Programme start date:	
Registered Midwife – 18M	<input type="text"/>

Registered Midwife – 24 M Registered Midwife – 36 M Registered Midwife – degree apprentice	<table border="1"> <tr> <td data-bbox="738 353 1150 405">19 September 2022</td> </tr> <tr> <td data-bbox="738 405 1150 456"> </td> </tr> </table>	19 September 2022	
19 September 2022			
QA visitor(s):	Registrant Visitor: Elizabeth Cluett Lay Visitor: Jayne Walters		

Section two

Summary of review and findings

The University of Chester (UoC), faculty of health and social care (FHSC) is an approved education institution (AEI). UoC present for approval a full-time three-year pre-registration Bachelor of Science with Honours (BSc (Hons)) midwifery programme with professional registration as a midwife. The programme has been developed to meet the Standards framework for nursing and midwifery education (SFNME) Nursing and Midwifery Council (NMC), (2018), the Standards for student supervision and assessment (SSSA) (NMC, 2018), the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and the Standards of proficiency for midwives (SPM) (NMC, 2019).

Programme documentation indicates that the midwifery programme has a spiral and modular curriculum, delivered using a blended learning approach. Programme documentation and the visit confirms there's evidence that curriculum content, modes of delivery and practice learning experiences are designed to meet the SFNME, the SSSA, the SPMP and the SPM. The programme proposes one intake in each year commencing on 19 September 2022.

Programme documentation and approval visit indicate that the programme has been developed in partnership with local practice learning partners (PLPs), service users (SUs) and students. UoC, PLPs and local AEIs are part of the northwest practice education group (NWPEG). SUs and students have contributed to programme development consultation through stakeholder engagement events, documentary reviews and focus groups.

A lead midwife for education (LME) is in post and is registered with the NMC. The approval visit indicates that UoC structures support resources for the LME, the programme team and programme delivery.

The programme is adopting the midwifery ongoing record of achievement (MORA) for the assessment of practice. The MORA is approved for NMC pre-registration midwifery programmes. There's a MORA context document that supports the use of the MORA. It's the product of the midwifery practice assessment collaboration of midwifery education and practice providers across England and Northern Ireland. The MORA is mapped against domain six of the SPM. Students record learning and assessment in the MORA, which is accessed online through the practice assessment record and evaluation (PARE) tool. Domains one to five of the SPM are clearly mapped in the programme documentation.

There's evidence of effective partnership working with PLPs at both operational and strategic levels. Senior PLPs confirm their support for the programme. There are processes in place to support practice learning. UoC work in partnership with PLPs to address any risks to practice learning. This includes addressing any

adverse Care Quality Commission (CQC) reporting. There's a partnership approach to the development of actions plans and they monitor practice leaning environments to ensure practice learning is a safe experience for students.

Practice supervisors, practice assessors and academic assessors are established and working in line with the SSSA. PLPs and UoC confirm that preparation and updates for the SSSA are planned and are in place. Programme documentation, UoC and PLPs confirm that there's a plan in place to prepare all stakeholders to use the online MORA. There's regional partnership working with other AElS and PLPs across NWPEG. The group share practice learning placement planning, information and resources to support the ongoing achievement of the SSSA.

Documentary evidence indicates that the programme has exit awards at certificate, diploma and BSc levels. Exit awards don't confer eligibility to register as a midwife with the NMC.

This visit is undertaken remotely.

The SSSA and SFNME are met at programme level.

The programme is recommended to the NMC for approval subject to one university condition. Two NMC recommendations and one NMC and university recommendation are made.

Updated 26 April 2022:

UoC confirm that the university condition is met.

The condition is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

Programme is recommended to the NMC for approval

Programme is recommended for approval subject to specific conditions being met

Recommended to refuse approval of the programme

<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources: None identified.</p> <p>Selection, admission and progression: None identified.</p> <p>Practice learning: None identified.</p> <p>Assessment, fitness for practice and award: None identified.</p> <p>Education governance: management and quality assurance: Condition one: Assessment sections of module descriptors should be reviewed to include more detail about assessment components, in particular assessment size, where not already done. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>26 April 2022</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The programme team should consider how they can further enhance the opportunities for inter-professional learning (IPL) within taught modules across the programme (SFNME R1.13; SPMP R3.3)</p> <p>Recommendation two: The programme team should consider how the ongoing involvement of SUs with recent maternity experience can be further enhanced across the programme. (SFNME R1.12; SPMP R2.4) (NMC and university recommendation)</p> <p>Recommendation three: The programme team should consider working collaboratively with NWPEG to review that the document version of the audit tool guidance fully reflects NMC standards. (SFNME R2.1; SPMP R3.1)</p>
<p>Focused areas for future monitoring:</p>	<ul style="list-style-type: none"> • SU involvement across the programme.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: Minutes of the FHSC board of study confirm that the university condition is met. Condition one is 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 April 2022

Section three

NMC Programme standards
Please refer to NMC standards reference points Standards for pre-registration midwifery programmes (NMC, 2019) The Future midwife: Standards of proficiency for registered midwives (NMC, 2019) Standards framework for nursing and midwifery education (NMC, 2018) Standards for student supervision and assessment (NMC, 2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018) Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020) QA Handbook (NMC, 2020)

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

Documentary evidence and the approval visit confirms evidence of partnership working between UoC and all stakeholders. There's evidence of student, SU and PLP contribution to the development of the programme.

Programme documentation and PLPs confirm that there's engagement and partnership working with UoC to ensure practice learning is safe and appropriate for midwifery students. There's evidence of written placement agreements between UoC and PLPs. Educational audits of practice learning environments are undertaken in collaboration with PLPs. There's regional educational audit documentation that's completed using the In-Place software package. The educational audit process ensures that practice learning environments are assessed and monitored for quality and safety and that they're appropriate to support midwifery students.

Senior PLPs tell us that they work in partnership with UoC to address any adverse CQC reporting and respond to and address issues raised in practice learning environments. Programme documentation, PLPs, students and the programme team confirm that there are processes in place to raise and escalate any student and practice learning concerns.

Students tell us that they can share their views on theory and practice learning experiences, through module and placement evaluations, the student representative system and at the programme committee and staff student liaison meetings. Students confirm that UoC listen to their views and tell us about examples of how they've influenced changes to the curriculum. Discussions at the approval visit confirm that processes are in place for UoC and PLPs to consider and respond to student feedback.

Assessment and feedback processes confirm that student individual learning needs are taken into account and reasonable adjustments are made when needed. Students tell us that they have support from the programme team, UoC academic and wellbeing support services and PLPs. They confirm that they have access to a range of support in practice learning environments from midwifery academics, midwifery practice learning lecturers (PLLs), professional midwifery advocates, practice facilitators, practice supervisors, practice assessors and academic assessors.

There's evidence of policies and processes to confirm student good health and character.

There's a regional approach to the operationalisation of the SSSA and it's established in the current programme. Practice supervisors and assessors confirm that they're prepared to supervise and assess students in line with the SSSA.

Midwifery specific preparation is undertaken by PLPs in partnership with midwifery PLLs. Documentary evidence confirms that the roles and responsibilities of practice supervisors, practice assessors and academic assessors are clearly detailed for students.

Programme documentation and discussion with the programme team, PLPs and students confirm that there are IPL opportunities in practice learning environments. Students are required to evidence IPL experiences in the MORA. Programme documentation confirms and students tell us that they learn alongside pre-registration nursing students in a module that considers research, service improvement and inter-professional roles and interfaces. The programme team are advised to consider how they can further develop the opportunities for IPL within taught modules across the programme. (Recommendation one)

Processes are in place in both theory and practice learning to ensure students receive formative assessment feedback to support summative assessments. Practice supervisors, practice assessors and SUs provide and record feedback on student performance, progression and achievement in the MORA. Students tell us that they receive online written feedback for academic assessments through the online Turnitin platform. They confirm that formative feedback supports summative assessments and future learning. Students also tell us that the programme team give them additional feedback if they need this.

Documentary evidence and the approval visit confirms that SUs have contributed to the development of the programme and are involved in the recruitment and selection, delivery and assessment of midwifery students. SUs who are part of a focus on involvement group are involved across NMC programmes at UoC. SU representatives tell us about their role across programmes and how they will be involved in the midwifery programme. SUs at the approval visit haven't been involved in the delivery of the current midwifery programme but they tell us that they are being prepared to support the proposed programme and will be sharing midwifery experiences with students. They tell us that they receive support and preparation for their role, including equality, diversity and inclusivity (EDI) training. A midwifery specific handbook details the activities and responsibilities SUs will have in the programme. The programme team are advised to consider how the ongoing involvement of SUs with recent maternity experience can be further enhanced across the programme. (Recommendation two)

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

MET **NOT MET**

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

MET **NOT MET**

Post event review	
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	

Student journey through the programme
Standard 1: Selection, admission and progression
<p>AEIs must:</p> <p>R1.1 appoint a lead midwife for education 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> <p>R1.5.7 have capability in literacy to meet programme outcomes</p> <p>R1.5.8 have capability for digital and technological literacy to meet programme outcomes</p> <p>R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes</p> <p>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</p>

- R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse determinations made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully
- R1.9 ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and
- R1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult) and the programme complies with Article 40(1)(b) of Directive 2005/36/EC outlined in Annexe 1 of this document.

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

Proposed transfer of current students to the programme under review

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

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

- R1.1 appoint a [lead midwife for education](#) who is responsible for midwifery education in the AEI
 YES NO
- R1.2 inform the NMC of the name of the lead midwife for education
 YES NO
- R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes
 YES NO

R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education

YES NO

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

R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document

YES NO

R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife

YES NO

R1.5.3 demonstrate values in accordance with the Code

YES NO

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

YES NO

R1.5.5 have capability to develop numeracy skills required to meet programme outcomes

YES NO

R1.5.6 can demonstrate proficiency in English language

YES NO

R1.5.7 have capability in literacy to meet programme outcomes

YES NO

R1.5.8 have capability for digital and technological literacy to meet programme outcomes

YES NO

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

R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes

MET NOT MET

R1.6 is met. Programme documentation explicitly details the literacy and numeracy entry requirements. Documentary evidence and the approval visit confirms that students are supported to develop numeracy, literacy and digital and technological

literacy throughout the programme. The development of numeracy skills is supported by the interactive online SN@P assessment and education numeracy package. Support for literacy is provided through online resources and academic writing workshops. Digital literacy is supported by an annual digital skills week and the UoC citizen student education plan. Students report that additional support is provided by learning facilitators, the assistive technology department and library and information services which they can request at any time during the programme. PLPs and students confirm that students undertake preparation and are supported to use the information technology (IT) systems in practice learning environments.

All programme modules have a dedicated Moodle site on the virtual learning environment (VLE). Each include information about the module learning resources and assessment details. Students confirm that they are able to use other online systems including Turnitin and Clinical Skills.net to further support learning. The MORA is used online through the PARE system.

Students tell us that they know how to access academic and practice support to enable them to complete their learning. Student facing documentation details the support mechanisms that are available. Students tell us about how additional academic support from module leads, personal tutors and librarians supports them to successfully achieve their assessments. They report that there's good academic and practice support in practice learning environments if they experience any challenges. Students report timely responses to personal challenges, with academic support and referral to wider UoC student services.

Evidence provides assurance that the following requirements are met

R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the [NMC Guidance of health and character](#). This includes satisfactory occupational health assessments and criminal record checks
YES **NO**

R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse determinations made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully
YES **NO**

R1.9 ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and
YES **NO**

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

YES NO N/A

A shortened pre-registration midwifery programme isn't presented for approval.

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.

Current first year students will transfer onto the proposed programme. Students tell us that they have been consulted about the transfer. There's mapping documentation that details how students will transfer onto the proposed programme.

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 programme team, students and PLPs tell us that the current programme is delivered in line with the SSSA. Student facing documentation identifies how SSSA roles support them in practice learning environments. Current students confirm that they're assigned to practice supervisors, practice assessors and academic assessors who are prepared to support them.

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: 22 March 2022

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met: MET NOT MET
N/A

Standard 2: Curriculum

AEIs together with practice learning partners must:

- R2.1 ensure programmes comply with the *NMC Standards framework for nursing and midwifery education*
- R2.2 comply with the *NMC Standards for student supervision and assessment*
- R2.3 ensure that programme learning outcomes reflect the *NMC Standards of proficiency for midwives*
- R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes
- R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice
- R2.7 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required
- R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies, and
- R2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, and comply with Article 40 (1) and satisfy Article 41(1) of Directive 2005/36/EC (see Annexe 1) by meeting the following criteria:
 - R2.9.1 full time education and training as a midwife is a minimum of three years and 4,600 hours, or
 - R2.9.2 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of two years and 3,600 hours, or
 - R2.9.3 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

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

YES NO

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

YES NO

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

YES NO

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

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

MET NOT MET

R2.4 is met. There's an established UoC focus on involvement SU group. There's evidence of SU involvement in the design and development of the programme. Documentary evidence, SUs and the programme team confirm that SUs are involved in the recruitment and selection of midwifery students. They confirm that they are well prepared and supported in all aspects of their involvement with students across all NMC programmes. SU representatives at the approval visit are part of the focus on involvement group and contribute to the midwifery interview processes. They tell us that as part of the preparation for the recruitment process, they undertake EDI training. The programme team and SUs describe the ongoing plans for more SUs to share experiences with midwifery students. One SU reports how they share with students experiences of communication with healthcare professionals in the care of a disabled child. There's evidence that the programme team have increased links with a maternity voices group. It's advised that the programme team continue to consider how the ongoing involvement of SUs with recent maternity experience can be further enhanced across the programme. (Recommendation two)

Students receive feedback directly from SUs in practice learning environments on their experiences of the care provided by students. The recording of SU feedback is a requirement of the MORA. PLPs confirm that practice supervisors are skilled at appropriately approaching maternity SUs and requesting feedback on care provided by students. It's the responsibility of practice supervisors to facilitate SUs to provide both informal and formal feedback and that this is recorded in the MORA. Practice supervisors and practice assessors report how they use SU feedback as part of discussion with students when reviewing progression in practice learning.

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 only 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. Documentary evidence and discussions with students, the programme team and PLPs confirms that the programme is designed to provide students with relevant ongoing exposure to midwifery practice.

A range of hub and spoke practice learning experiences include antenatal, postnatal, labour ward, community and other hospital settings ensure that students have ongoing exposure to relevant midwifery practice. PLPs and students report learning experiences that include continuity of carer and physical examination of the newborn. PLPs confirm that spoke learning opportunities are agreed and planned for all students. Additional appropriate learning opportunities can be arranged by PLPs. Spoke learning experiences include working with midwives who care for women with complex social care needs, specific conditions, for example diabetes and pregnancy loss. Students are required to record all learning experiences in the MORA. PLPs and students confirm that there's the opportunity for reflection on practice learning.

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. Documentary evidence confirms that students have access to a variety of teaching and learning strategies to support learning and to prepare them for the programme assessments. The midwifery simulation strategy sets out the FHSCs commitment to provide high quality education that recognises simulation as a key learning and teaching strategy. UoC recognise that to achieve effective simulation there's a requirement to provide appropriate resources, environments and skilled staff. A simulation co-ordinator and skilled simulation team include demonstrators and technicians who support simulated learning opportunities. A midwifery specific simulation suite uses a range of technology-enhanced materials to ensure students are able to undertake low and high-fidelity, augmented and virtual reality midwifery focused scenario-based learning. Students tell us that there's opportunities to develop and rehearse skills for infrequent and emergency events using simulation resources at both UoC and

in practice learning environments. PLPs and students indicate that practice simulation activities are available to support students and supported by inter-professional maternity teams.

The programme team describe the potential of emergency IPL simulation activities with nursing students. Actors are used to enable the development of communication and interpersonal skills. Simulation based learning enables students to develop and practise clinical skills using multi-media resources, clinical demonstrations and role play. To ensure students are supported to appropriately use and access technology-enhanced and simulated learning multi-media learning technicians are in place. They support both students and academics to make use of these resources. Midwifery academics develop midwifery specific simulation learning scenarios with contributions from PLPs. Simulated learning is facilitated by the programme team who are supported by the multi-media learning technicians. Students describe how simulation and practising skills is positive in terms of supporting learning and increasing confidence.

Programme documentation clearly confirms that simulated learning isn't used to replace practice hours.

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. The programme is 4,600 hours in length, programme documentation confirms that there's an equal balance of 50 percent theory and 50 percent practice learning and teaching activities.

A blended learning and teaching approach is utilised to enable the effective delivery of the curriculum. The range of learning and teaching strategies employed include case-based discussion forums, lectures, seminars, workshops, practice simulation and self-directed learning. Supervision meetings enable reflection on practice learning and are supported by practice supervisors and practice assessors.

Online learning is supported by the VLE Moodle site. Students access skills development using Clinical Skills.net and numeracy is supported by the interactive online SN@P assessment and education numeracy package. The library provides a wide range of online support to ensure access to online learning materials. Each module specification clearly details the learning, teaching and assessment strategy that's used across 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

A shortened pre-registration midwifery programme isn't presented for approval.

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

YES NO N/A

A shortened pre-registration midwifery programme isn't presented for approval.

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

YES NO

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 22 March 2022

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s):

N/A

Revised outcome after condition(s) met: MET NOT 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. Documentary evidence including the programme specification, placement schedule and discussion with senior PLPs confirm that practice learning opportunities enable students to develop and meet the SPM. PLPs confirm that the range of placements include antenatal, postnatal, labour ward and community settings, as well as neonatal unit and medical and surgical experiences. PLPs and students confirm that there are opportunities for students to experience continuity of carer, examination of the newborn, care of women from diverse populations and those with complex care needs.

Practice supervisors, practice assessors and academic assessors are established and working to the SSSA. PLPs confirm that resources are available to support placements. PLPs tell us that they have sufficient capacity to support UoC midwifery students. Placement allocations are undertaken by the practice learning support office (PLSO) using a web-based allocation system. Regional educational audits are completed in partnership with PLPs using the In-Place audit tool. The educational audit guidance document submitted includes a copy of the audit that's dated 2017. The programme team should consider how they will work collaboratively with NWPEG to update this guidance document. (Recommendation three)

Students confirm that their supernumerary status is maintained while they're learning in practice.

The PARE system is used to access the MORA that records student progression and achievement of the SPM. Student practice evaluations are completed on PARE. Evaluations are shared with PLPs and acted upon if any areas of improvement are identified. Students are informed about any actions taken and confirm that they know how to raise and escalate concerns.

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

MET **NOT MET**

R3.2 is met. Programme documentation and the approval visit confirms that students are exposed to a range of hub and spoke practice learning opportunities. These support the development of the knowledge and skills, that reflect the role and scope of the midwife and the holistic care provided to women, newborn infants, partners and families.

Progression towards achievement of the SPM is recorded in the MORA by students and practice supervisors. This includes feedback from SUs. Practice assessors record their decision on progression and achievement of the SPM. Academic assessors review and confirm student achievement. Students reflect on their experiences, progression and performance and any action plans to support them to manage appropriate learning. PLPs tell us that there are sufficient practice supervisors and practice assessors to support, supervise and assess students.

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. Programme documentation and the approval visit confirms that students have appropriate practice learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working. IPL experiences in the practice learning environment are evidenced in the MORA.

Programme documentation confirms and students tell us that they learn alongside pre-registration nursing students in a module that considers research, service improvement and inter-professional roles and interfaces. The programme team are advised to consider how they can further develop the opportunities for IPL within taught modules across the programme. (Recommendation one)

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. Programme documentation and the approval visit confirms that students have access to practice learning opportunities that enable them to achieve the proficiencies related to continuity of midwifery carer, across the whole continuum of care for all women and newborn infants. PLPs tell us that there are some variations across maternity services related to continuity of midwifery carer. Some PLPs report a maternity service where all women are cared for by a team of midwives and that continuity of carer is achieved. Other PLPs identify some teams where continuity of carer is established and confirm that all students are allocated to midwives in these teams, during their programme and have the opportunity to experience continuity of carer. PLPs confirm that continuity of carer learning experience is monitored by practice supervisors and practice facilitators. This ensures that all students are allocated to midwives or teams who can provide learning opportunities that support achievement of the proficiencies related to continuity of midwifery carer.

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

MET **NOT MET**

R3.5 is met. Documentary evidence and discussion at the approval visit confirms that students undertake learning opportunities that ensure that they experience midwifery care for a diverse population across a range of settings, including midwifery led services. Programme documentation evidences that there's an inclusive learning approach with examples from a range of diverse groups. Students confirm that practice learning environments provide them with these experiences. PLPs and students tell us about a local population who come from differing ethnic and social backgrounds.

Students tell us about how they've learnt to adapt in order to support different ethnic groups and how they've cared for women from travelling communities and those with additional learning 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. Documentary evidence and the approval visit confirms that students have appropriate theory and practice learning opportunities to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complications and additional care needs arise. These include physical, psychological, social, cultural and spiritual factors. Students report the opportunity to join specialist practitioners, for example breast feeding specialists, those providing care after bereavement and have practice learning that's linked to social services and safeguarding issues. PLPs tell us that they support practice learning opportunities and provide examples of how as maternity services expand continuity of carer provision students have more opportunities to gain learning. Students have for example access to specialist midwifery roles such as a midwife who leads on bereavement care. PLPs report further learning opportunities for students to experience continuity of carer, examination of the newborn, care of women from diverse populations and those with complex care needs.

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. Programme documentation, the programme team, students and PLPs confirm that processes are in place to ensure that student individual needs and personal circumstance are considered in the allocation of placements.

PLPs confirm that reasonable adjustments are made in practice learning environments to support student needs. This includes making reasonable adjustments for students with health, learning and personal requirements. Students tell us that they receive support and reasonable adjustments are made if needed. They describe examples of accessing support services and adjustments made. Student facing documentation, including the student handbook detail the range of academic and practice learning support services that are available.

PLPs confirm the process for responding to reasonable adjustments and for alerting the programme team of any changes or concerns about student personal or professional development.

The MORA facilitates the sharing of information between students and practice learning environments to support individual student needs and adjustments.

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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning 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 practice learning are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome	
Is the standard met? Date: 22 March 2022	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
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	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>

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. Programme documentation and the approval visit confirms that academic resources are in place to deliver the programme. The programme is supported by an LME who's an NMC registered midwife. The programme team are suitability qualified to deliver the programme. The programme team act as academic assessors and confirm student achievement of the SPM in the MORA.

External examiner reporting of the current programme doesn't identify any concerns.

There's evidence of effective partnership working with PLPs. PLPs report effective formal and informal working relationships with UoC and describe examples of prompt liaison in relation to student support and assessment. Policies and procedures are in place to evidence how students are supported, supervised and assessed in practice learning environments. PLPs and the programme team tell us that there are sufficient appropriately prepared practice supervisors and practice assessors to support the delivery of practice learning.

Information about support in and for practice is detailed in the MORA and the student handbook. Students and PLPs confirm that they have access to information about the process to raise and escalate any practice learning concerns. Documentary evidence and students confirm that individual learning needs are responded to effectively.

The MORA sets out the progression points and expectations for learning and is mapped to domain six of the SPM. Evidence of how students record practice learning and how attendance is monitored is detailed in the MORA. Students are required to document practice learning hours, SU feedback and evidence of progression towards achievement of the SPM in each part of the programme.

Educational audits of practice learning environments are undertaken in collaboration with PLPs using the In-Place software. The educational audit process ensures that practice learning environments are assessed and monitored for quality and safety and that they are appropriate to support midwifery students.

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. There's documentary evidence that students are supervised and assessed by practice supervisors, practice assessors and academic assessors. Students, practice supervisors and practice assessors are supported in practice by the PLL. PLPs confirm that academic assessors support students and the practice assessment process, through formal and informal tripartite meetings. Placement allocation is undertaken by the UoC PLSO using the PARE system. There's evidence that plans are in place to support students, practice supervisors and practice assessors to use the online MORA.

Students confirm that they know how to raise any concerns and describe how they receive prompt responses to any concerns they have from the programme team, practice supervisors, practice assessors, academic assessors and practice facilitators.

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 programme documentation is clearly mapped to the programme outcomes and to the SPM across theory and practice modules. Programme documentation including the student handbook and MORA context document details the processes for ensuring the SPM is achieved. Practice supervisors support and contribute to the development of student learning objectives for each practice placement. They ensure students are supported to progress towards achievement of the SPM. Practice assessors assess and confirm achievement of the SPM at each stage of the programme. Academic assessors attend tripartite meetings and are required to verify achievement in the MORA.

Students evidence how they meet the SPM and programme outcomes in the MORA. Senior PLP managers indicate a commitment that they in partnership with the programme team are preparing practice supervisors and practice assessors to use the online MORA and that there are plans in place for ongoing development and support.

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

MET **NOT MET**

R4.4 is met. There's documentary evidence that processes are in place to provide students with formative and summative feedback throughout the programme to support theory and practice learning. There's evidence that formative assessments support development and prepare students for summative assessments. The programme has a range of assessments including written assignments, podcasts,

unseen and oral examinations and an infographic project. Students tell us that they receive online written feedback via the VLE in a timely manner and that further feedback or clarification of feedback can be requested from the programme team.

The MORA requires that ongoing feedback on student progression towards achievement of the SPM is recorded. This also provides the opportunity for practice supervisors to obtain feedback from women and their families about student performance. A template in the MORA is used to record SU feedback. Students, practice supervisors, practice assessors and academic assessors are required to record the outcome of tripartite meetings undertaken during practice learning. Recording of the outcome of practice assessment is required in the MORA.

Evidence provides assurance that the following requirements are met

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

YES NO

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

YES NO

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

YES NO

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

YES NO

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET **NOT MET**

Date: 22 March 2022

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	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>

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 are no fall back exit awards that lead to eligibility to apply for registration as a midwife.	
Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 22 March 2022	
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	

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 agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't proposed.		
List additional documentation:		
Post visit documentation: Minutes of the FHSC board of study, 20 April 2022		
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"/>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)		
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) midwifery, first year, September 2021 x three BSc (Hons) midwifery, second year, September 2020 x two BSc (Hons) midwifery, third year, September 2019 x three		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't proposed.		
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 checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: Shrewsbury and Telford Hospital NHS Trust, CQC inspection report, 18 November 2021 Royal Liverpool and Broadgreen University Hospitals NHS Trust, CQC inspection report, 17 July 2019 Mersey Care NHS Foundation Trust, CQC inspection report, 5 April 2019 Liverpool University Hospitals NHS Foundation Trust, CQC inspection report, 26 October 2021 Anchorage Nursing Home, CQC inspection report, 5 November 2021		
If you stated no above, please provide the reason and mitigation: UoC are an established AEI; a review of facilities and practice learning environments wasn't required.		
Additional comments: None identified.		

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

Author(s):	Elizabeth Cluett Jayne Walters	Date:	28 March 2022
Checked by:	Bernadette Martin	Date:	1 April 2022
Submitted by:	Shahzaib Ghafoor	Date:	13 May 2022
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