

Programme Major Modification report

Section one

Programme provider name:	University of Greenwich
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	Barts Health NHS Trust Dartford and Gravesham NHS Trust East Sussex Healthcare Trust Lewisham and Greenwich NHS Trust Maidstone and Tunbridge Wells NHS Trust Guy's and St Thomas' NHS Foundation Trust Medway NHS Foundation Trust University College London Hospitals NHS Trust Barking, Redbridge and Havering University Hospitals NHS Trust East Kent Hospitals University NHS Foundation Trust
Programme reviewed: <i>This is the NMC programme title(s)</i>	Registered Midwife - 18M <input type="checkbox"/> Registered Midwife - 24M <input type="checkbox"/> Registered Midwife - 36M <input type="checkbox"/> Registered Midwife - degree apprentice <input checked="" type="checkbox"/>
Current AEI programme title(s): <i>Please include the title of the programme(s) affected by this modification or add N/A if the modification doesn't apply to a current AEI programme/route (for example new routes are being added that have a different title to those already approved)</i>	BSc (Hons) Midwifery Degree Apprenticeship BSc Midwifery (fall back award)
Modified AEI programme title(s) if applicable: <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i>	N/A

<p>Additional AEI programme title(s) if applicable: <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i></p>	<p>BSc (Hons) Midwifery Degree Apprenticeship (3 years)</p>
<p>Academic levels of current programme:</p>	
<p>Registered Midwife - 18M</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>Registered Midwife - 24M</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>Registered Midwife - 36M</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>Registered Midwife - degree apprentice</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>Academic levels of modified/additional programme(s)/route(s):</p>	
<p>Registered Midwife - 18M</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Registered Midwife - 24M</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p>

	<p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>				
Registered Midwife - 36M	<p>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 <input checked="" type="checkbox"/> N/A</p>				
Registered Midwife - degree apprentice	<p>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 <input type="checkbox"/> N/A</p>				
<p>Programme start date:</p> <p>Registered Midwife – 18M Registered Midwife – 24 M Registered Midwife – 36 M Registered Midwife – degree apprentice</p>	<table border="1"> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td>17 January 2022</td></tr> </table>				17 January 2022
17 January 2022					
Date of modification:	6 July 2021				
Type of modification:	Desktop				
QA visitor(s):	<p>Registrant Visitor: Catherine McEvelly Lay Visitor: N/A</p>				

Section two

Summary of review and findings

The school of health sciences (the school) within the faculty of education, health human sciences at Greenwich University (UoG) is an approved provider of approved pre-registration midwifery. The programmes align with the Nursing and Midwifery Council (NMC) Standards framework for nursing and midwifery education (SFNME) (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). The school presents a modification by documentary review to the four-year full-time midwifery degree integrated apprenticeship programme. The apprenticeship route was approved by the NMC on 30 November 2020.

The modification is to include a full-time three-year Bachelor of science with honours (BSc (Hons)) midwifery degree integrated apprenticeship route. The rationale for the modification is to meet employer partner (EP) requirements for qualified midwives to be trained in a shorter period of time to meet the local workforce need.

There's evidence of key stakeholder involvement in the modification including clinical educators and practice placement managers from employer partners (EPs), service users (SUs) and midwifery academics. Documentary evidence confirms that apprentices and students on the current direct entry and apprenticeship programmes have been consulted on the modification.

The SPMP and SPM are clearly detailed and mapped within the programme. The SSSA is clearly implemented and students will use the nationally approved midwifery ongoing record of achievement (MORA). The MORA is the product of a collaborative development based on the established pan London model, utilising regional stakeholder engagement, including lead midwives for education (LMEs) and supported by Health Education England (HEE). UoG are part of the midwifery practice assessment collaborative (MPAC), the all-England and Northern Ireland group which developed the MORA.

The MORA has been designed to accommodate varied placement patterns and clinical experiences for apprentices. Practice placements are educationally audited to monitor the effectiveness of the learning environment. Apprentices are also required to keep an ongoing record of their experiences, to confirm that European Union (EU) outcomes have been met through a varied experience of midwifery practice.

Documentary evidence confirms that any issues arising from Care Quality Commission (CQC) quality reviews which impact on practice learning environments are managed through a systematic partnership process. There's

clear evidence of close partnership working between UoG, the LME and EPs to manage and mitigate any risks to student learning.

NMC approved midwifery EPs are: Barts Health NHS Trust, Dartford and Gravesham NHS Trust, East Sussex Healthcare Trust, Lewisham and Greenwich NHS Trust, Maidstone and Tunbridge Wells NHS Trust, Guy's and St Thomas' NHS Foundation Trust, Medway NHS Foundation Trust, University College London Hospitals NHS Trust, Barking, Redbridge and Havering University Hospitals NHS Trust, Bedfordshire Hospitals NHS Foundation Trust and East Kent Hospitals University NHS Foundation Trust support the modification. Documentary analysis and a teleconference with the programme team and a sample of approved EP representatives from Barts Health NHS Trust, Dartford and Gravesham NHS Trust and Medway NHS Foundation Trust confirm that there's support for the modification to the apprenticeship programme.

Arrangements at programme level meet the SFNME and the SSSA.

The modification to the midwifery degree apprenticeship 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

Conditions:

- Effective partnership working: collaboration, culture, communication and resources:**
None identified.
- Selection, admission and progression:**
None identified.
- Practice learning:**
None identified.
- Assessment, fitness for practice and award:**
None identified.
- Education governance: management and quality assurance:**
None identified.

Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	None identified.
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
N/A	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	Removal of an incorrect EP and amendment to the programme start date.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	N/A

Section three

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

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 review and discussion with EPs confirm that there's robust partnership working with the programme team and UoG. Programme documentation evidence and EPs and the programme team describe how they've been involved in the development of the modification to the programme. A teleconference meeting with the programme team and senior EP representatives provides further assurance of effective partnership working. EPs confirm that existing effective practice learning environments are assured for apprentices including a commitment to ongoing preparation and support for practice supervisors and practice assessors.

The MORA evidences the involvement of SUs, apprentices, practice assessors and practice supervisors in providing feedback, supervision and assessment. Wider student support includes the allocation of personal tutors and academic assessors. In practice, apprentices are allocated to practice supervisors and practice assessors. Practice assessor, practice supervisor and academic assessor roles and responsibilities are detailed in the MORA. Programme documentation provides clear guidance on the process for apprentices, practice assessors, practice supervisors and EPs to raise concerns. Documentation clearly states apprentices are supernumerary in practice.

Programme documentation identifies that EPs provide diverse learning for apprentices to experience caring for women and families with both universal and additional care requirements. There are a wide variety of opportunities to work in teams across professional boundaries and within inter-professional groups. This includes medical, surgical, social and spiritual care teams. The UoG inter-professional learning (IPL) strategy outlines the benefits IPL within the School. IPL takes place with all professional fields, including nursing, paramedics, pharmacy, speech and language and social work students. Shared modules promote further IPL. The programme team and EPs confirm that there's increased IPL opportunities for apprentices to engage in increased shared learning, with direct entry student midwives and other professional programmes. There's an annual IPL conference with students from all professional groups attending. This focuses on a topic of interest to all professions including, teenage pregnancy, sepsis and diabetes.

The programme team describes how a member of the programme team has a designated role as the Black, Asian and minority ethnic student experience link. The role involves working with academic staff, apprentices, EPs and SUs to engage with more diverse groups to facilitate equality of learning opportunities for apprentices to work and learn across the wider population.

SU engagement includes involvement in the delivery, assessment and evaluation of the programme to highlight lived experience. The MORA requires SU feedback

to be recorded, practice supervisors and practice assessors facilitate this. The programme team describes how the wider population of south east London will be further represented in the programme following engagement with the local maternity voice partnership who will contribute to the programme.

Documentary evidence identifies recruitment and selection of apprentices is undertaken in partnership with EPs and the programme team. SUs contribute to recruitment through writing SU scenarios that are used during the interview process. Programme documentation clearly identifies that the programme team and SUs must undertake equality and diversity (ED) training and interviewing training as part of mandatory training. EPs undertake ED training in line with their organisational mandatory training.

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 **NOT MET**

N/A

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 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.7 have capability in literacy to meet programme outcomes	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.8 have capability for digital and technological literacy to meet programme outcomes	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met		
R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
R1.6 is unchanged through this modification.		
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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>

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 proposed.

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.

Documentary analysis confirms the proposed programme will commence in January 2022. There will be the option for apprentices on the current four-year programme to complete the programme in three years. The programme team have completed a mapping plan with identified transition points. Documentary evidence confirms apprentices were consulted on the transfer to the proposed programme at cohort meetings.

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 is implemented across the midwifery programme.

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: 6 July 2021

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 unchanged through this modification.

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 unchanged through this modification.

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 unchanged through this modification.

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 unchanged through this modification.

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 proposed.

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

UoG isn't proposing a shortened pre-registration midwifery programme.

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: 6 July 2021

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 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 unchanged through this modification.

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 unchanged through this modification.

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 unchanged through this modification.

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 unchanged through this modification.

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 unchanged through this modification.

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 unchanged through this modification.

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 unchanged through this modification.

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 <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 6 July 2021	
Post event review	
Identify how the condition(s) is met	N/A
Date condition(s) met:	N/A
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
	N/A

Standard 4: Supervision and assessment
<p>AEIs together with practice learning partners must:</p> <p>R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC Standards framework for nursing and midwifery education</p> <p>R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC Standards for student supervision and assessment</p> <p>R4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes</p> <p>R4.4 provide students with feedback throughout the programme to support their development</p> <p>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</p> <p>R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife</p> <p>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</p> <p>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</p>
Findings against the standards and requirements
<p>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</p> <p>R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC Standards framework for nursing and midwifery education</p>

MET **NOT MET**

R4.1 is met. Analysis of the documentation confirms that support, supervision, learning opportunities and assessment continue to meet the SFNME. Programme documentation, the programme team curriculum vitae and EPs confirm that supervision and assessment of apprentices is provided by suitably qualified, prepared and skilled midwives and health care professionals. Theory and practice learning opportunities support attainment of the programme outcomes and the SPM.

There's evidence of documentation that identifies that effective quality assurance processes are in place to confirm that issues are managed and resolved collaboratively between UoG and EPs. Service level agreements are in place and EPs confirm an effective partnership that continues to support, supervision, and the identification of learning opportunities that enable apprentices to undertake appropriate assessments. EPs provide assurance of partnership working to address safety and practice learning concerns. A collaborative review of the quality of all the practice learning environments is completed biennially. Clinical governance meetings with the school and EPs monitor the quality of practice learning environments. Programme conjoint committee meetings and curriculum implementation meetings are attended by representatives of the programme team, EPs, apprentices and SUs. Risks to practice learning including any adverse CQC reports and resulting action plans to protect practice learning are managed through these processes.

The UoG practice-based learning strategy provides the governance framework for practice learning. The practice placement guidelines provide information about practice learning for apprentices, practice supervisors and practice assessors. Student and practice supervisor and practice assessor facing documentation, details the processes for escalating concerns, conduct and fitness to practise.

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 unchanged through this modification.

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 unchanged through this modification.

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

MET **NOT MET**

R4.4 is unchanged through this modification.

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: 6 July 2021

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 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's a BSc Midwifery fall back award at academic level six that leads to registration as a midwife, this was approved by the NMC on 30 November 2020.

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 NOT MET

Date: 6 July 2021

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"/>

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 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 checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: The proposed modification includes an apprenticeship route only.		
List additional documentation:		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Students	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, please identify cohort year/programme of study:		
Service users and carers	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation This documentary analysis desktop review didn't require a meeting with students and SUs.		
Additional comments: A virtual meeting was held with the programme team, deputy LME and a sample of EP representatives.		

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

	YES	NO
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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 quality report, Royal Cornwall Hospital NHS Trust, 20 September 2018 CQC quality report, Brighton and Sussex University Hospitals NHS Trust, 8 January 2019 CQC quality report, Kent and Medway NHS and Social Care Partnership Trust, 1 March 2019 CQC quality report, Medway Maritime Hospital, 25 February 2021 CQC quality report, Medway NHS Foundation Trust, 30 April 2020 CQC quality report, Royal Cornwall Hospitals NHS Trust, 26 February 2020 CQC quality report, South London and Maudsley NHS Foundation Trust, 30 July 2019 CQC quality report, The Royal London Hospital, 5 April 2019		
If you stated no above, please provide the reason and mitigation: UoG is an established AEI.		
Additional comments: None identified.		

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Issue record

Final Report

Author(s):	Catherine McEvelly	Date:	7 July 2021
Checked by:	Bernadette Martin	Date:	16 July 2021
Submitted by:	Aman Dhanda	Date:	18 August 2021

Approved by:	Leeann Greer	Date:	19 August 2021
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