

Programme Major Modification report

Section one

Programme provider name:	University of Central Lancashire
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"/>
AEI programme title(s):	
Current AEI programme title(s): <i>Please include all currently approved programme titles</i>	BSc (Hons) Midwifery BSc (Hons) Midwifery (Shortened) MSc Midwifery (Shortened) Programme
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
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>	BSc (Hons) Midwifery Degree Apprenticeship
Academic levels of current programme:	
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 <input checked="" type="checkbox"/> N/A

Registered Midwife - 24M	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" 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 type="checkbox"/> N/A</p>
Registered Midwife - 36M	<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><input type="checkbox"/> N/A</p>
Registered Midwife - degree apprentice	<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>
Academic levels of modified/additional programme(s)/route(s):	
Registered Midwife - 18M	<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>
Registered Midwife - 24M	<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>

Registered Midwife - 36M	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				
Registered Midwife - degree apprentice	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				
Programme approval dates:					
Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i>	17 February 2021				
Date(s) of NMC approval of any modifications since last approval:	N/A				
Programme start dates:					
Current modification programme start date:	<table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td>11 September 2023</td></tr> </table>				11 September 2023
11 September 2023					
Date of modification:	5 April 2023				
Type of modification:	Visit				
QA visitor(s):	Registrant Visitor: Rowena Doughty				

Section two

Summary of review and findings

The University of Central Lancashire (UCLan) is an established and experienced approved education institution (AEI). The midwifery provision sits within the school of community health and midwifery (the school), within the faculty of health and care. The school also has an established record of providing professional healthcare apprenticeship programmes, including registered nurse and registered nursing associate routes.

The pre-registration bachelor of science with honours (BSc (Hons)) midwifery programme was originally approved on the 17 February 2021. The proposed modification is the inclusion of a BSc (Hons) midwifery degree apprenticeship (MDA) route with eligibility to apply to register with the NMC as a registered midwife. The start date is the 11 September 2023 and will be 36 months in duration. The MDA programme will be taught as a separate cohort, with one intake per year, delivered on the Preston campus.

There are named exit awards on the programmes for students who fail to complete the MDA programme or meet the Standards of proficiency for registered midwives (SPM) (NMC, 2019) and the Standards for pre-registration midwifery programmes (SPMP), (NMC, 2019). These do not convey NMC registration. Programme outcomes have been mapped against the NMC standards and proficiencies and the knowledge, skills and behaviours (KSBs) documented within the midwifery apprenticeship standard (2019).

The pan-England and Northern Ireland (NI) midwifery ongoing record of achievement (MORA) is an integral part of the assessment of practice in the proposed programme, using the PARE e-platform. The programme is developed to meet the 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), alongside the KSBs within the apprenticeship standard. Plans are in place to ensure employer partners (EPs), practice assessors and practice supervisors are prepared to support apprenticeship students.

The approved employer partners (EPs) are:
Blackpool Teaching Hospital NHS Foundation Trust, East Lancashire Teaching Hospitals NHS Trust, University Hospitals of Morecambe Bay NHS Foundation Trust.

Senior managers from EPs agree to support practice learning opportunities and the SSSA. There are apprentice work-placed educators (AWPE) within the

employing Trusts, which support the MDA students' progress and review their independent learning plan (ILP) every twelve weeks. They are committed to ensuring supernumerary status for NMC programme hours. There's a named degree apprenticeship lead within the faculty and the degree apprenticeship steering group reports directly into UCLan's academic board.

The documentation and visit confirms collaboration between all stakeholders in the development of the BSc (Hons) MDA. Students, employer partners and service user participation in curriculum design and development is clearly stated and documentation for the programme indicates curriculum content, modes of delivery and practice experiences are designed to meet the SSSA and Standards for pre-registration midwifery programmes (NMC, 2019). There's evidence of a partnership between the AEI, students, practitioners and people who use services and carers (PUSCs) at operational level in the development of the current BSc (Hons) midwifery programme and the MDA route. PUSCs tell us they're involved in the teaching, learning and assessment of students on the programme.

Educational audits of practice areas used for students learning are undertaken by the AEI to determine suitability. Recognition of prior learning (RPL) is not available for pre-registration BSc (Hons) midwifery programme nor the MDA route. There's a clear admissions strategy that meets the Standards for pre-registration midwifery programmes (NMC, 2019) and for the MDA this includes input from the employer. Service users, academic staff and practice staff participate in interviewing and selecting applicants for all NMC programmes.

Academic support for students in practice and procedures are in place to deal with any issues of concern relating to practice learning environments to manage and mitigate any risks to student learning. Guidance for students on raising and escalating concerns are in place which outline typical situations where concerns can be raised together with descriptions of the process to be adopted in managing concerns raised. Students are provided with a range of university, school and programme-based information that help them understand processes and procedures that impact on their time as a student.

The modification is undertaken by a face-to-face visit.

The SFNME and the SSSA aren't met at programme level as conditions apply.

The programme is recommended for approval subject to two NMC conditions and one university condition.

Updated 22 May 2023:

UCLan has provided documentation to meet the two NMC conditions. UCLan confirm the one university condition has been met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>Condition one: The programme team must provide strategies to demonstrate that placement capacity is effectively monitored including actions to be taken when placement capacity is exceeded, notably when birth numbers are low. (SSSA R1.4, R1.8; SPMP R3.1)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition two: The programme team must provide student population and diversity data and an action plan for addressing any attainment gaps. (SFNME R1.10, R2.6; SPMP R2.1)</p> <p>Condition three: That the course team review the apprenticeship handbook and address the</p>

	typographical error in section 4.4 (2,500) on the number of hours of practice learning to be completed and accrued. (University condition)
Date condition(s) to be met:	17 May 2023
Recommendations to enhance the programme delivery:	None identified.
Focused areas for future monitoring:	Placement capacity.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>Documentary evidence is provided that details strategies to demonstrate that placement capacity is effectively monitored, including actions to be taken when placement capacity is exceeded, notably when birth numbers are low. Condition one is met.</p> <p>Statistics detailing student population and diversity data is provided. There's also documentary evidence of an action plan for addressing any attainment gaps. Condition two is met.</p> <p>The chair has confirmed that the university condition is met. Condition three is met.</p>	
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:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	17 May 2023

Section three

NMC Programme standards
<p>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, 2022)</p>
Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standard 1: The learning culture:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality:</p> <p>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</p> <p>R2.4 comply with NMC Standards for student supervision and assessment</p> <p>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</p> <p>R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation</p> <p>R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection</p> <p>Standard 3: Student empowerment:</p>

- R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
- R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
- R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
- R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice

Standard 4: Educators and assessors:

- R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
- R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
- R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

- R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
- R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
- R5.14 a range of people including service users contribute to student assessment

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

Standard 1: Organisation of practice learning:

- R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
- R1.7 students are empowered to be proactive and to take responsibility for their learning
- R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Programme documentation and discussion at the visit confirms a collaborative approach to MDA programme development with key stakeholders. This includes PUSCs with maternity experience, EPs, clinical placement facilitators (CPFs), practice assessors and practice supervisors. The views of current midwifery students have informed the development of the MDA programme. All stakeholder groups tell us that their feedback and contribution to the programme is reflected in the proposed MDA programme. Documentary evidence and PUSCs tell us that they've been involved in the development of the proposed MDA programme. PUSCs are involved in recruitment, learning, teaching and assessment across the current BSc (Hons) midwifery programme.

EPs, practice assessors and practice supervisors work collaboratively with the programme team. For the MDA programme, this will include apprenticeship work-based educators (AWBE) and there's a named degree apprenticeship lead within the faculty.

Documentary evidence, the programme team and EPs, confirm that there are processes in place to manage student and practice learning concerns. There are plans in place to develop academic assessors, practice assessors and practice supervisors understanding of the needs of MDA students and the role of the

AWBE. Documentary evidence and the approval process confirms that the academic assessor role is fully implemented by UCLan.

Documentary evidence confirms that there are processes to manage any issues of concern relating to practice learning environments and to resolve and mitigate any risks to student learning. Student representatives tell us that they're well supported in the practice learning environment. They tell us that there's a collaborative approach between practice assessors, practice supervisors and academic assessors. Students confirm that they're supported to report any issues or concerns relating to practice learning and they know how to access support. Documentary evidence confirms that students are supernumerary in all practice learning environments. Discussions with students and the programme team at the visit highlights that some students struggle to achieve 40 personal births. It's currently unclear in the programme documentation or discussion at the visit as to how the midwifery programme team effectively monitors placement capacity and the actions required when placement capacity is exceeded. Documentary evidence is required to outline how placement capacity is monitored and actions in place to be taken where placement capacity is exceeded, notably when birth numbers are low. (Condition one)

A student voice strategy is in place, where students use the Unito platform and a course rep system to provide feedback. This demonstrates the importance of the student voice in positively impacting on the delivery of programmes and the enhancement of the student experience. The programme team gave examples of how feedback has influenced programme delivery. Guidance for students on raising and escalating concerns is in place and students confirmed at the visit that they knew the process.

Students tell us they're provided with a range of AEI, school and programme-based information that help them understand processes and procedures that impact on their time as a student. Students tell us that they receive information about the timing of placements and other detail such as shift patterns in a timely fashion. Similarly, information about activities relating to their teaching, learning and assessment is received within expected timeframes.

The midwifery programme provides opportunities for interprofessional education (IPE) in both practice and theory learning settings. A strategy for IPE is in place which demonstrates how students on programmes engage in multi-disciplinary learning.

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**

There's an awareness within the programme team, the EPs and the students that capacity in placement impacts on the student experience, especially the requirement to achieve 40 personal births. Some students qualify with less births and this may be further negatively impacted by the MDA programme. It's currently unclear in the programme documentation or discussion at the visit as to how the midwifery programme team effectively monitors placement capacity and the actions to be taken when placement capacity is exceeded. Documentary evidence is required to outline how placement capacity is monitored and actions in place to be taken where placement capacity is exceeded, notably when birth numbers are low.

Condition one: The programme team must provide strategies to demonstrate that placement capacity is effectively monitored including actions to be taken when placement capacity is exceeded, notably when birth numbers are low. (SSSA R1.4, R1.8; SPMP R3.1)

Post event review

Identify how the condition(s) is met:

Documentary evidence is provided that details strategies to demonstrate that placement capacity is effectively monitored through a collaboration between the AEI and the trusts. Capacity is continuously monitored. UCLan is a member of the north west practice education group, a collaborative group of 10 AEIs and practice which works to ensure a consistent and collaborative approach. Planners are agreed with practice to enable consideration of all demands on the learning environment before ratification and timetabling. Practice education facilitators (PEFs) monitor staff availability and this is reviewed as part of organisational audit processes. Through this approach challenges to the learning environment and capacity pressures are identified and solutions agreed. Looking forward, health education England (HEE) and the local maternity and neonatal services (LMNS), which includes AEI, HEE and trust representatives, are exploring a capacity model for local providers.

The team closely monitors student birth numbers through the personal tutor and academic assessor roles. They state that the widening of the NMC's criteria for students conducting 40 births will have a positive impact on students reaching the required number.

Evidence:

Response to NMC conditions, undated

Condition one is met.

Date condition(s) met: 17 May 2023

Revised outcome after condition(s) met:

MET

NOT MET

Student journey through the programme

Standard 1: Selection, admission and progression

AEIs must:

- R1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI
- R1.2 inform the NMC of the name of the lead midwife for education
- R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes

AEIs together with practice learning partners must:

- R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
- R1.5 confirm on entry to the programme that students:
 - R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate (included in annexe one of programme standards 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.

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

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 confirms that the entry requirements for the programme assesses the capacity to develop the students' literacy and digital skills. Applicants' digital ability is assessed as part of the interview process.

Programme documentation and the visit demonstrates evidence of how students develop the numeracy, literacy and digital technology skills required to meet the programme outcomes. Numeracy skills are integrated in modules to develop learning with formative assessments in years one and two. Students undertake a summative numeracy examination to a 100 percent pass mark in year three of the programme. A varied theory learning and assessment approach, which includes case-based learning strategies and various assessments such as a portfolio of evidence and the e-MORA, supports the ongoing development of literacy and digital technology skills throughout the programme.

As part of the MDA programme students complete an individual learning plan (ILP). The ILP is accessed through One File, a software application that is available through Microsoft Office 365 and is available to all learners at UCLan. The ILP is shared between the learner, AWBE and appropriate academic and practice staff. It is monitored every twelve weeks during progress review meetings with their AWBE. The ILP aims to support the student to demonstrate their learning throughout the programme and prepare for the end point assessment (EPA).

WISER Workshops (Workshop Interactions for Study Enhancement and Review) are available to all students and provide support on various topics including reading and listening to lectures, note-taking and note-making strategies (for example, mind mapping), oral presentations and essay and report writing. Students with additional learning needs are given the option to submit assessments in different formats.

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.

YES NO N/A

A shortened 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.

No existing 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 SSSA is established within the approved BSc (Hons) 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: 5 April 2023

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 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

R2.1 is not met. The documentation and discussion at the visit didn't provide sufficient evidence relating to the student population and diversity data. Condition two.

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. Programme documentation and discussion at the visit confirms that there's evidence of consultation and engagement with women, partners and advocacy groups. There is an established PUSC involvement group at UCLan called Comensus. PUSCs tell us that they're involved in interviewing, teaching and assessment throughout the programme. They contribute to the design, development and the ongoing delivery and evaluation of the existing programme. Students tell us they gain feedback from PUSCs during practice placements through the use of a questionnaire as part of the MORA documentation.

PUSCs tell us they are involved in the development of the proposed MDA programme. They tell us they're very supportive of student midwives and approve of the creation of a MDA programme, stating that the structure of the MDA programme enhances students confidence and competence and promotes midwifery continuity of care (MCoC). PUSCs state that the MDA route facilitates mature students entry into the midwifery profession and they recognise this promotes inclusivity, equality and diversity.

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 isn't delivered in Wales.

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

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

MET **NOT MET**

R2.6 is met. Programme documentation and discussion at the visit confirms that students are exposed to a range of midwifery practice placements. These include wards, units and clinics which provide antenatal, intrapartum, postnatal and neonatal care. The community setting enables the development of antenatal and postnatal knowledge and skills along with multidisciplinary, multi-agency team-working in the care of healthy women and the newborn. The hospital-based experience provides students with the opportunity to develop knowledge and skills related to the intrapartum care of healthy women along with the immediate care of the newborn and early postnatal care. There's confirmation that the full range of placements is available at the apprentice's employing Trust, but there's no opportunity for an elective placement outside the EP Trust.

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. Clinical skills sessions don't count as practice hours and are provided as part of theoretical modules. The use of technology within skills and simulation is available, through the use of apps and iPads. Technological and digital learning opportunities are available for students through the Microsoft 360 range of products including the e-portfolio and on the virtual learning environment (VLE). There's a blend of learning approaches including face to face scheduled learning, case-based learning strategies and e-learning resources outlined on the module and programme specifications.

To support learning and teaching of anatomy and physiology the university has subscribed to virtual body, which is an app that has a 3D interactive and dynamic platform with visualisations of human anatomy education. This enhances student's learning of anatomy and physiology using technology. The midwifery programme team ensure that all teaching and learning resources are delivered using digital approaches, encouraging students to engage with technological methods of learning.

Documentation and the visit inform us that simulation, as an artificial representation of a real-world practice scenario, supports student development through experiential learning with the opportunity for repetition, feedback, evaluation and reflection. The programme team and students tell us that simulation facilitates safety by enhancing KBS. Proficiency in skills is demonstrated in a practice setting using the MORA, but where opportunities are limited, some scenarios and procedures are demonstrated in simulation.

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. Programme documentation and the visit confirms that the programme is 135 weeks of full-time study consisting of 50 percent theory and 50 percent practice, plus 21 weeks of annual leave over three full calendar years to a total of 156 weeks. In a typical week MDA students will have one day in face to face theory, one day in 'off the job' learning, which is counted in the theory hours, plus two days on placement. The MDA programme framework meets the minimum requirements for 4,600 hours of learning, including 2,300 hours theory and 2,300 hours practice.

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 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**

The proposed programme is a three-year undergraduate MDA programme.

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 <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
The proposed programme is a three-year undergraduate MDA programme.
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
The documentation and discussion at the visit didn't provide sufficient evidence relating to the student population and diversity data.(Condition two)
Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to assessment are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome
Is the standard met? MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/>
The documentation and discussion at the visit didn't provide sufficient evidence relating to the student population and diversity data.
Condition two: The programme team must provide student population and diversity data and an action plan for addressing any attainment gaps. (SFNME R1.10, R2.6; SPMP R2.1)
Date: 5 April 2023
Post event review
Identify how the condition(s) is met:
Statistics detailing student population and diversity data is provided. The documentation details the changing student demographics relating to ethnicity and age and a narrative analysis evaluating the changing demographics.
There's also documentary evidence of an action plan for addressing any attainment gaps. This details how the AEI addresses equality, diversity and inclusion (EDI) across recruitment and selection using an interview process that's values based and learning support services that includes inclusive support advisers, a school-level designated disability coordinator and the WISER service (UCLan's academic skills development service). The curriculum is developed to be inclusive, applied, flexible and sustainable, with flexible assessment strategies and varied modes of achieving the theoretical elements within modules. There's also a strategic approach across the faculty.
Evidence: Diversity statistics, April 2023

EDI faculty strategy, undated
Response to NMC conditions, undated

Condition two is met.

Date condition(s) met: 17 May 2023

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

Standard 3: Practice learning

AEIs together with practice learning partners must:

- R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives
- R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families
- R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working
- R3.4 provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants
- R3.5 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services
- R3.6 provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual
- R3.7 take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities
- R3.8 ensure students experience the range of hours expected of practising midwives, and
- R3.9 ensure students are supernumerary

Findings against the standard and requirements

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

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

MET NOT MET

R3.1 is not met. Documentary evidence and the visit confirm that practice learning opportunities enable students to develop and meet the SPM. Student progression towards the achievement of the SPM is documented in the MORA. MDA students can achieve all proficiencies within their employing Trust.

EPs and documentary evidence confirm that practice learning opportunities expose students to learning experiences across all areas of maternity care, including alongside and standalone birth centres environments. Placements are identified within all years of the programme to facilitate opportunities in a broad range of clinical areas in which students can observe, experience and participate in care for women, the newborn and their families throughout the life-long health continuum. Placements facilitate knowledge and skill development in universal care and additional care.

Discussions with students and the programme team at the visit highlights that some students struggle to achieve 40 personal births. It's currently unclear in the programme documentation or discussion at the visit as to how the midwifery programme team effectively monitors placement capacity and the actions required when placement capacity is exceeded. Documentary evidence is required to outline how placement capacity is monitored and actions in place to be taken where placement capacity is exceeded, notably when birth numbers are low. (Condition one).

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. There's evidence that students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families across the care continuum. The programme team and EPs confirm that there's sufficient practice learning opportunities to ensure students accessing the MDA programme can access the experiences that provide learning associated with the holistic needs of those who access maternity services.

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. The midwifery programme provides opportunities for IPE in both practice and theory learning settings. Practice learning opportunities and simulation opportunities enable students to meet the learning outcomes across the midwifery proficiencies. Documentary evidence show there are interprofessional sessions that highlights the subtle differences in terms of skills and approaches to the diversity of people requiring care and the scope of working practice for other professionals aligned to midwifery. Within the MORA there are proficiencies

aligned to interprofessional and multi-agency team working and these must be achieved as a proficiency by the end of the programme.

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. Throughout the MDA programme placement experiences reflect models of MCoC. These models support students to follow the women they care for through their journey of pregnancy, childbirth and the postnatal period and are strongly reflected in the SPM. Documentary evidence demonstrates that students experience a variety of settings and models of maternity care. This is reflected in the planners with continuity models being used throughout the programme, alongside in hospital provision and specialist services including neonatal and multidisciplinary provision. In year one there's a focus on continuity in practice placements, where student's provide continuity of carer to named families throughout the childbearing journey.

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 shows that students experience a variety of settings and models of maternity care, including in-hospital birth centre provision and specialist services, incorporating neonatal and multidisciplinary provision. Discussion at the visit assured us that MDA students can access the full range of placements at their employing Trust. Individual student's journeys are mapped over the whole programme to ensure they have exposure to all areas of care and diversity of settings. Students rotate between community and hospital settings to experience the full scope of midwifery practice and associated NHS 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 factors

MET **NOT MET**

R3.6 is met. Documentary evidence and the approval visit confirm that there are learning opportunities that enable students 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. Practice learning environments reflect theory learning opportunities and include special care baby units and

neonatal intensive care unit environments. Programme documentation including module specifications confirm that students learn and are assessed appropriately to ensure they meet this requirement.

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

MET **NOT MET**

R3.7 is met. Students on the MDA programme will undertake the full range of practice placements in their employing Trust, reflecting their individual needs and personal circumstances. Programme documentation and discussion at the visit confirm that student support mechanisms are in place through the school's disability coordinator. Opportunities to seek advice and guidance from their personal tutor continue through the programme. Students tell us if they require reasonable adjustments, they're available. Following a diagnosis and support plan, meetings then occur with relevant academic staff to ensure any identified reasonable adjustment is implemented in theory sessions and documented within the student's personal file. If they're relevant to practice placements appropriate clinical and academic staff are informed and documented in the MORA. Students tell us that they are aware of their ability to request reasonable adjustment and that they're aware of the procedures by which adjustments can be made. Practice staff also tell us that they're aware of their responsibilities and abilities with regard to facilitating reasonable adjustments that may be needed when on placement experience.

Evidence provides assurance that the following requirements are met

R3.8 ensure students experience the range of hours expected of practising midwives

YES **NO**

R3.9 ensure students are supernumerary

YES **NO**

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

YES **NO**

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

YES **NO**

Outcome

Is the standard met?

MET **NOT MET**

Discussions with students and the programme team at the visit highlights that some students struggle to achieve 40 personal births. It's currently unclear in the programme documentation or discussion at the visit as to how the midwifery programme team effectively monitors placement capacity and the actions required when placement capacity is exceeded. Documentary evidence is required to outline how placement capacity is monitored and actions in place to be taken where placement capacity is exceeded, notably when birth numbers are low.

Condition one: The programme team must provide strategies to demonstrate that placement capacity is effectively monitored including actions to be taken when placement capacity is exceeded, notably when birth numbers are low. (SSSA R1.4, R1.8; SPMP R3.1)

Date: 5 April 2023

Post event review

Identify how the condition(s) is met

Documentary evidence is provided that details strategies to demonstrate that placement capacity is effectively monitored through a collaboration between the AEI and the Trusts. Capacity is continuously monitored. UCLan is a member of the north west practice education group, a collaborative group of 10 AEIs and practice which works to ensure a consistent and collaborative approach. Planners are agreed with practice to enable consideration of all demands on the learning environment before ratification and timetabling. PEFs monitor staff availability and this is reviewed as part of organisational audit processes. Through this approach challenges to the learning environment and capacity pressures are identified and solutions agreed. Looking forward, HEE and the LMNS, which includes AEI, HEE and trust representatives, are exploring a capacity model for local providers.

The team closely monitors student birth numbers through the personal tutor and academic assessor roles. They state that the widening of the NMC's criteria for students conducting 40 births will have a positive impact on students reaching the required number.

Evidence:
Response to NMC conditions, undated

Condition one is met.

Date condition(s) met: 17 May 2023

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

Standard 4: Supervision and assessment

AEIs together with practice learning partners must:

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

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. Unchanged through this modification.

- 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. The programme documentation and discussion with EPs, students, practice assessors and practice supervisors confirm that support, supervision, learning opportunities and assessment complies with the SSSA. The MORA sets out the roles and responsibilities of practice assessors, practice supervisors and academic assessors. MDA students also have an AWBE. The BSc (Hons) MDA programme handbook confirms that students are provided with appropriate student

facing documents that detail how they're supported, supervised and assessed in the practice learning environment.

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. Programme documentation and discussion at the modification visit confirm that students meet the SPM and the programme outcomes. Theory and practice learning are clearly mapped against the SPM and the programme outcomes. Module specifications detail the programme content.

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

MET **NOT MET**

R4.4 is met. The programme documentation shows that assessment is designed to provide a wide variety of opportunities for students to demonstrate acquired academic theory and the subsequent application knowledge and development of clinical skills in practice placements. Students undergo a range of formative and summative assessment, where in addition to assessing the achievement of module learning outcomes, the role of assessment is to promote student learning and performance through feedback. Module documentation demonstrates that feedback is provided for each summative assessment, which is mapped against assessment criteria.

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

YES **NO**

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to supervision and assessment are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to supervision and assessment are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome			
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 5 April 2023			
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 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 qualification ¹ . 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 no fall back exit award that confers eligibility to register as a midwife with the NMC.

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: 5 April 2023

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

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 type="checkbox"/>	<input checked="" type="checkbox"/>
CV of the LME	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: Staff CVs (including the LME CV) were submitted and reviewed at the original programme approval.		
List additional documentation: Evidence to meet conditions: Response to NMC conditions, undated Diversity statistics, April 2023 EDI faculty strategy, undated		
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"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students (x 4)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: First year student midwife x one Second year student midwife x two Third year student midwife x one		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If 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: Blackpool Teaching Hospital NHS Foundation Trust, CQC report, 19 January 2022 Lancashire Care NHS Foundation Trust, CQC report, 11 September 2019		
If you stated no above, please provide the reason and mitigation: UCLan is an established AEI. A resource check is not required.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

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

Issue record

Final Report

Author(s):	Rowena Doughty	Date:	19 April 2023
Checked by:	Pamela Page	Date:	20 April 2023
Submitted by:	Mubaraq Sanusi	Date:	7 June 2023
Approved by:	Natasha Thompson	Date:	8 June 2023