

Programme Major Modification report

Section one

Programme provider name:	University of West London
Programme reviewed: <i>This is the NMC programme title(s)</i>	Registered Midwife - 18M <input type="checkbox"/> Registered Midwife - 24M <input checked="" type="checkbox"/> Registered Midwife - 36M <input checked="" 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>	BMidwifery (Hons) Midwife (Degree) Apprenticeship
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>	MMidwifery (3 year) MMidwifery (2 year shortened)
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	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 - 36M	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input 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
Academic levels of modified/additional programme(s)/route(s):	
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	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input type="checkbox"/> N/A
Registered Midwife - 36M	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11

	<input type="checkbox"/> N/A
Registered Midwife - degree apprentice	<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>
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>	3 February 2021
Date(s) of NMC approval of any modifications since last approval:	N/A
Programme start dates:	
Current modification programme start date:	
Registered Midwife – 18M	<input type="text"/>
Registered Midwife – 24 M	10 April 2023
Registered Midwife – 36 M	10 April 2023
Registered Midwife – degree apprentice	10 April 2023
Date of modification:	1 December 2022
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Sarah Snow Lay Visitor: N/A

Section two

Summary of review and findings

The University of West London (UWL) is an established, approved education institution (AEI). The college of nursing, midwifery and healthcare (the college) currently deliver a three-year, undergraduate pre-registration Bachelor of Midwifery with Honours (BMid (Hons)) programme and a three-year midwife degree apprenticeship (MDA) programme. Both programmes were approved by the Nursing and Midwifery Council (NMC) on 3 February 2021.

The college present a proposal for major modification to the approved BMid and MDA programmes to add a three-year, pre-registration Master of Midwifery programme (MMid three year) and a two year, shortened Master of Midwifery programme for graduate adult nurses (MMid two year). There are two fall back exit awards for the MMid programmes, neither confer NMC registration as a midwife. The college also present a proposal for modification to the approved BMid and MDA programmes. This is to combine two, first year 20 credit modules into a single, 40 credit module (fundamentals of midwifery care), and two, second year 20 credit modules into a single, 40 credit module (childbirth emergencies and teamwork in maternity practice).

Programme documentation demonstrates that the curriculum content and mode of delivery are designed to meet the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and Standards of proficiency for midwives (SPM) (NMC, 2019). Domains one to five of the SPM are mapped within the programme aims and content. The domain six skills are clearly visible and evidenced within the midwifery ongoing record of achievement (MORA) and demonstrate what must be met at the point of registration as a midwife.

The MORA was developed by the England and Northern Ireland midwifery practice assessment collaboration (MPAC) and has previously been approved. The MMid programmes introduce the MORA for use as an electronic document (eMORA) supported by the ARC platform (this is the name for the online delivery system). The modification visit assures us that there's a clear strategy for implementation of the eMORA, that students and practice learning partners (PLPs) welcome its introduction and they'll have access to a range of established resources to support its use.

There's evidence of wide engagement and a collaborative approach to the design and development of the MMid programmes and modification to existing modules on the BMid and MDA programmes. Co-production is led by the lead midwife for education (LME) and involves employer partners (EPs), PLPs, service users and carers (SUCs) and students. This engagement is recorded within the programme documentation and confirmed at the modification visit by all stakeholders.

Documentary evidence and the modification visit confirms effective partnership working between UWL and stakeholder groups. This includes confirmation that there are robust partnership approaches between UWL and their PLPs/EPs to manage and mitigate any risks to student learning.

The visit is undertaken by remote means.

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

The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The programme modifications are 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:	Monitoring implementation of the eMORA. Monitoring students' experience of mixed academic level teaching and learning.

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 type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	

Section three

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

NMC Programme standards

[The Future midwife: Standards of proficiency for registered midwives](#) (NMC, 2019)
[Standards framework for nursing and midwifery education](#) (NMC, 2018)
[Standards for student supervision and assessment](#) (NMC, 2018)
[The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates](#) (NMC, 2015 updated 2018)
[Quality assurance framework for nursing, midwifery and nursing associate education](#) (NMC, 2020)
[QA Handbook](#) (NMC, 2022)

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.

There's evidence that the UWL is committed to robust partnership working with stakeholders in the co-production of the proposed MMid (three year) and MMid (two year) programmes and modification to existing modules on the BMid and MDA programmes at both strategic and operational levels. Key stakeholders include EPs, PLPs, SUCs and students. Documentary evidence and the modification visit demonstrates a clear commitment to involve stakeholders in the development of the MMid programmes.

Programme documentation and the modification visit confirm effective partnership working between the UWL, EPs and PLPs. Representatives from EPs and PLPs tell us about the very positive working partnership and meaningful involvement they have with the UWL. They feel well supported by the programme team and are enthusiastic about the new MMid programmes and introduction of the eMORA. EPs and PLPs tell us about their commitment to support graduate nurses undertaking the MMid (two year) programme and retain them within the local midwifery workforce.

Clear systems are in place to enable the supervision and assessment of MMid students and effective communication systems exist between PLPs and the programme team. EPs, PLPs and senior staff within the college confirm that there are adequate resources in place to support the increased number of students. PLPs confirm that they're prepared for the supervision and assessment of MMid students and remain confident with application of the SSSA. The roles and

responsibilities of practice assessors, practice supervisors and academic assessors are clearly detailed in the MORA.

There's evidence of a collaborative partnership approach to ensure governance structures are in place for student learning. Documentary evidence and the modification visit confirms the UWL have robust procedures in place for escalating concerns about safe and effective midwifery care in practice learning environments. Students, practice assessors and practice supervisors confirm that they understand how to raise concerns. Students tell us they're very well supported in practice learning environments and receive prompt assistance from the programme team when reporting any issues or concerns relating to practice learning. The MORA contains action plans to support students in their progression, following any concerns raised in practice. PLPs describe examples of formulating action plans during tripartite assessment of practice.

The AEI have an established public carer involvement strategy and there's evidence of SUC involvement in development of the MMid programmes, confirmed at the modification visit by SUC representatives. They tell us that they feel valued and part of the team, describing how their opinions are valued equally and that the programme team are responsive to their suggestions for MMid curriculum development. The SUCs at the visit are involved with the existing BMid and MDA programmes, including recruitment and curriculum activities. One of the SUCs leads a timetabled session to explore the support available to new families via the local maternity voices partnership group. SUCs tell us that they're engaging with the programme team and students to involve other local charities and organisations to align with the curriculum. For example, SANDS (the stillbirth and neonatal death charity) and the Muslim women's network. The MORA includes opportunities for SUCs to feedback on student achievement in the practice learning environment. Practice supervisors invite women and their families to provide this feedback to support students' ongoing development.

There's evidence of inter-professional learning (IPL) in theory and practice settings. IPL experiences in the practice learning environment are evidenced in the MORA. MMid students share some learning with those on the BMid and MDA programmes. Students at the visit tell us that they enjoy joint learning with their MDA peers as it provides opportunities to share knowledge and experiences that are explored and applied to practice. The programme team explain that shared learning fosters peer support and cohesion within cohorts.

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 (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. The programme team are committed to ensuring that the learning and teaching environment is inclusive. They recognise that students enrolled on the MMid programmes may not have engaged with academic study for some time and therefore provide academic and wellbeing support mechanisms to enable a smooth transition into the programme. For example, students are invited to a 'summer school' where they're able to meet wellbeing and support staff. Early submission of the first assessment enables the programme team to identify and act upon any additional learning needs. At the visit, students tell us that the support from wellbeing services and the programme team is both timely and excellent.

The aim of the first module of the MMid (two year) programme is to support students with the transition from nursing to midwifery practice. The module provides an opportunity to explore roles and expectations within the practice learning environment and to revisit key anatomy and physiological processes relevant to maternity care. Students are required to self-assess learning needs at the start of the MMid programmes and encouraged to engage with the appropriate learning resources to support development of their abilities in numeracy, literacy, digital and technological literacy.

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

<p>education establishments and that any declarations are dealt with promptly, fairly and lawfully</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>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</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>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.</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/></p>
<p>Proposed transfer of current students to the programme under review</p> <p>From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the <i>Standards for pre-registration midwifery programmes</i> and the <i>Standards of proficiency for registered midwives</i> will be met through the transfer of existing students onto the proposed programme.</p> <p>The MMid (three year) and MMid (two year) are new programmes and therefore there are no existing students who require transfer.</p>
<p>Proposed transfer of current students to the <u>Standards for student supervision and assessment (SSSA) (NMC, 2018).</u></p> <p>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.</p> <p>The MMid (three year) and MMid (two year) are new programmes and therefore there are no existing students who require transfer.</p>
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p> <p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>
<p>Date: 1 December 2022</p>
<p>Post event review</p>
<p>Identify how the condition(s) is met:</p>

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

Standard 2: Curriculum

AEIs together with practice learning partners must:

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

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

YES NO

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

YES NO

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

YES NO

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

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

MET NOT MET

R2.4 is met. There's evidence that women, partners, families and advocacy groups are involved in the co-production of the MMid programmes. The AEI have an established Public carer involvement strategy and SUCs contribute to recruitment, programme development and delivery of the curriculum. For example, one of the SUCs at the visit delivers a taught session related to the importance of the maternity voice partnership. SUCs tell us that they're encouraged and supported by the programme team to contribute to all aspects of the student journey, including formal and informal evaluation processes. The MORA includes opportunities for SUCs to feedback on student achievement in the practice learning environment.

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 proposed MMid programmes aren'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. 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 met. 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 met. Programme documentation and the LME confirm that there's an equal balance of theory and practice learning across the MMid programmes. Each year, there are 22 practice weeks, 21 theory weeks and two reading weeks. Over the duration of the programmes, this structure equates to an equal split between theory and practice hours.

Programme documentation and the modification visit confirms that the UWL employs a flexible learning approach known as UWLFlex, which aims to provide a seamless interface between face-to-face learning and online activities. Learning is scaffolded throughout the programmes so that there's clear progression in the acquisition of knowledge and skills. For example, a module in year one introduces students to the foundations of evidence-based practice and in year three they progress to evaluating and synthesising evidence. Students maintain a personal and professional development portfolio throughout their programme. This is reviewed annually by the personal tutor and completion is linked to each academic progression point.

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:

<p>R2.9.1 full time education and training as a midwife is a minimum of three years and 4,600 hours,</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/></p>	
<p>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</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p>	
<p>The UWL aren't proposing a shortened programme of a minimum of two years and 3600 hours.</p>	
<p>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.</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/></p>	
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Outcome</p>	
<p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>	
<p>Date: 1 December 2022</p>	
<p>Post event review</p>	
<p>Identify how the condition(s) is met:</p> <p>N/A</p>	
<p>Date condition(s) met:</p> <p>N/A</p>	
<p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>N/A</p>	

Standard 3: Practice learning

AEIs together with practice learning partners must:

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

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. Documentary evidence and the modification visit confirms that practice learning environments expose students to learning experiences across all areas of maternity care. These include neonatal units, specialist clinics and women's reproductive health. EPs and PLPs confirm that there's capacity to accommodate the additional MMid students and appropriate learning opportunities are available. They tell us that they're able to collaborate effectively with the programme team to ensure quality practice learning environments are maintained.

Practice learning environments used by UWL midwifery students are shared with students from other AElS. The programme team, EPs and PLPs are part of the London maternity expansion group which facilitates effective communication across placement providers and ensures student numbers are commensurate with placement capacity. Students at the visit confirm that they have a sufficient range of practice learning opportunities to achieve the SPM. They highlight excellent support from practice facilitators and practice development midwives during placements and are confident to seek help if any issues arise.

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. 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 met. 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 met. 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 met. 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 met. 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 met. 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 NOT MET

Date: 1 December 2022

Post event review

Identify how the condition(s) is met

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 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. Documentary evidence and the modification process demonstrate that the college, EPs and PLPs have robust procedures and policies in place that demonstrate how support, supervision, learning opportunities and assessments on the MMid programmes meet the requirements of the SFNME. There are clear policies on raising and escalating concerns and fitness to practise. Where MMid (two year) students are employed, these processes are managed jointly by the employing trust and the UWL. The programme team, EPs and PLPs confirm that there's support for students when raising and escalating concerns in practice. Tripartite assessment meetings provide the opportunity to raise any concerns or issues. Practice learning environment quality assurance processes are evidenced at strategic and operational levels.

MMid students share some learning with their peers on the BMid and MDA programmes. They're supported to achieve the level seven programme outcomes through a range of learning and teaching strategies that support their progression needs. These include a dedicated MMid programme lead, separate tutorials, separate assignment support sessions and specific level seven study guides and frequently asked questions. The librarian offers advanced information searching skills tailored to the needs of level seven students. The BMid students tell us that they value the opportunity to share learning with their MDA peers as experiences can be shared, explored and applied to practice.

Students are supported by practice assessors and practice supervisors in the practice learning environment together with practice development midwives and practice facilitators. Students confirm that they know how to access academic support in the college and in practice learning environments.

The programme team are suitably qualified to deliver the proposed MMid programmes. They explain their enthusiasm for and experience of teaching students at different academic levels and with different expectations, for example the professional midwifery advocate preparation programme is delivered jointly to level six and level seven students.

PLPs, EPs and the programme team confirm that there's sufficient appropriately prepared practice assessors, practice supervisors and academic assessors to support MMid students in practice learning environments. Documentary evidence and the modification visit confirms that students are able to achieve the SPM through a variety of practice learning opportunities.

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. 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 met. Programme documentation and the modification visit confirms that MMid students meet the SPM and programme outcomes. Programme documentation and the modification visit also confirms that the proposed modifications to the BMid and MDA modules meet the SPM and programme outcomes. Programme documentation and the MORA are clearly mapped against the SPM.

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

MET **NOT MET**

R4.4 is met. Documentary evidence and the modification visit confirm that there are processes in place to provide MMid students with formative and summative feedback throughout the programmes, supporting their development and progression. Students confirm that their experiences of receiving feedback during the programme are positive and they feel very well supported by the programme team and PLPs.

Practice assessments are recorded in the MORA. Students receive feedback from practice supervisors and practice assessors during initial meetings, tripartite reviews and summative holistic assessments.

Women and their families as SUCs provide feedback as part of the MORA. This feedback is facilitated by practice supervisors and helps students to reflect on the care they've provided. The MORA records meetings and feedback given to students by practice assessors, practice supervisors and academic assessors. The practice assessor confirms the final assessment and successful achievement of the SPM. This is agreed by the academic assessor and recorded in the MORA.

Evidence provides assurance that the following requirements are met

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

YES **NO**

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

YES **NO**

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

YES **NO**

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

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: 1 December 2022

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<p>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.</p>	
	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Fall Back Award	
<p>If there is a fall back exit award with registration as a midwife all NMC standards and proficiencies are met within the award.</p>	
	YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
<p>There are two fall back exit awards, a postgraduate certificate in maternity care and a postgraduate diploma in maternity care. Neither award confers NMC registration as a midwife.</p>	
<p>Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met</p>	
	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: 1 December 2022	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Section four

Sources of evidence

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
List additional documentation: None identified.		
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Year one x one BMid student Year two x two BMid students Year two x one MDA student Year three x one BMid student		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation		
Additional comments: None identified.		

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

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

Virtual learning environment		
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"/>
<p>System Regulator Reports List:</p> <p>Care Quality Commission (CQC) inspection report, Cygnet Hospital Beckton, 20 May 2022</p> <p>CQC inspection report, Frimley Health NHS Foundation Trust, 13 March 2019</p> <p>CQC quality report, Frimley Health NHS Foundation Trust, 10 June 2021</p> <p>CQC use of resources assessment report, Hampshire Hospitals NHS Foundation Trust, 7 April 2020</p> <p>CQC inspection report, The Hillingdon Hospital, 21 July 2021</p> <p>CQC inspection report, The Hillingdon Hospitals NHS Foundation Trust, 24 July 2018</p> <p>CQC inspection report, Huntercombe Hospital - Maidenhead, 17 February 2021</p> <p>CQC inspection report, John Radcliffe Hospital, 2 September 2021</p> <p>CQC inspection report, London North West University Healthcare NHS Trust, 20 May 2022</p> <p>CQC inspection report, The Children's Trust - Tadworth, 5 July 2021</p>		
<p>If you stated no above, please provide the reason and mitigation:</p> <p>The UWL is an established AEI and visits to resources isn't required as part of this modification process.</p>		
<p>Additional comments:</p> <p>None identified.</p>		

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Issue record

Final Report

Author(s):	Sarah Snow	Date:	6 December 2022
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Submitted by:	Lucy Percival	Date:	3 January 2023
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