

Programme Major Modification report

Section one

Programme provider name:	Sheffield Hallam University
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 type="checkbox"/>
AEI programme title(s):	
Current AEI programme title(s): <i>Please include all currently approved programme titles</i>	BSc (Hons) Midwifery MSc Midwifery (shortened)
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>	N/A
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 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 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	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 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								
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>	2 July 2020								
Date(s) of NMC approval of any modifications since last approval:	1 December 2022								
Programme start dates:									
Current modification programme start date:	<table border="1"> <tr> <td>Registered Midwife – 18M</td> <td></td> </tr> <tr> <td>Registered Midwife – 24 M</td> <td>6 January 2025</td> </tr> <tr> <td>Registered Midwife – 36 M</td> <td>16 September 2024</td> </tr> <tr> <td>Registered Midwife – degree apprentice</td> <td></td> </tr> </table>	Registered Midwife – 18M		Registered Midwife – 24 M	6 January 2025	Registered Midwife – 36 M	16 September 2024	Registered Midwife – degree apprentice	
Registered Midwife – 18M									
Registered Midwife – 24 M	6 January 2025								
Registered Midwife – 36 M	16 September 2024								
Registered Midwife – degree apprentice									
Date of modification:	15 November 2023								
Type of modification:	Desktop								
QA visitor(s):	Registrant Visitor: Sarah Snow								

Section two

Summary of review and findings

Sheffield Hallam University (SHU) is an established, approved education institution (AEI). The department of nursing and midwifery (the department) currently deliver a three-year, undergraduate pre-registration Bachelor of science (BSc (Hons)) midwifery programme and a shortened, two-year Master of science (MSc) midwifery programme for registered nurses. The BSc (Hons) programme was approved by the Nursing and Midwifery Council (NMC) on 2 July 2020. The addition of the MSc programme was subsequently approved by the NMC on 1 December 2022.

The department present a proposal for modification to the approved BSc (Hons) and MSc programmes to move from a two semester to a three-trimester curriculum structure. The department also present a proposal for modification to the module titles, aims, module level learning outcomes and assessment types for the BSc (Hons) programme. These changes are driven by the AEI's 'future strategy programme', one of its aims being to simplify programme structures and offer a more consistent experience for students. The proposed modifications presented here mean that no more than two modules are delivered and assessed in each trimester.

Programme documentation and the desktop review confirm that the modified modules and mode of delivery are designed to meet the Standards for pre-registration midwifery programmes (SPMP) (NMC 2019, updated 2023) and Standards of proficiency for midwives (SPM) (NMC, 2019). Domains one to five of the SPM are clearly mapped within the learning outcomes, indicative content and assessment strategies of the modified modules. The domain six skills remain 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 and has previously been approved.

There's evidence of wide engagement and a collaborative approach to modification of the programme structures and BSc (Hons) modules. Co-production is led by the lead midwife for education (LME) and involves practice learning partners (PLPs), people who use services and carers (PUSCs) and students. This engagement is recorded within the programme documentation and confirmed at the desktop review by the LME.

Programme documentation and the desktop review confirm effective partnership working between SHU and stakeholder groups. This includes confirmation that SHU and their PLPs continue to manage and mitigate any risks to student learning.

There's robust evidence that equality, diversity and inclusion (EDI) principles are embedded within the programmes and the department has a multidisciplinary action plan. For example, the midwifery team are working with library services to decolonise all module reading lists and explore issues that affect students who are neurodiverse. The ethnicity degree attainment gap for the midwifery programmes is zero percent and the midwifery team are actively involved in sharing good EDI practice at departmental level and within the wider university community.

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

The Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) 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 students' experience of the three-trimester curriculum structure.

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:	N/A

Section three

NMC Programme standards
Please refer to NMC standards reference points Standards for pre-registration midwifery programmes (NMC 2019, updated 2023)

NMC Programme standards

[The Future midwife: Standards of proficiency for registered midwives](#) (NMC, 2019)
[Standards framework for nursing and midwifery education](#) (NMC 2018, updated 2023)
[Standards for student supervision and assessment](#) (NMC 2018, updated 2023)
[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, people who use services, 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, updated 2023)

Standard 1: The learning culture:

- R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services 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 ensure programmes are designed to meet proficiencies and outcomes relevant to the programme
- 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 people who use services 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 people who use services contribute to student assessment

[Standards for student supervision and assessment](#) (NMC 2018, updated 2023)

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 users of services, 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, people who use services, students and any other stakeholders.

There's evidence that SHU is committed to robust partnership working with stakeholders at both strategic and operational levels in the co-production of the modification to the existing modules on the BSc (Hons) programme and move to a three-trimester curriculum structure. Key stakeholders include PLPs, PUSCs and students. There's clear evidence that the LME and programme team involve midwifery students in implementation of the AEI's 'future strategy programme' and are responsive to their needs. For example, current students on the MSc programme will remain on the existing two semester structure to prevent disruptive change to their contractually agreed and programme approved training plan.

Clear systems remain in place to enable the supervision and assessment of midwifery students, and effective communication systems exist between PLPs and the programme team. The roles and responsibilities of practice assessors, practice supervisors and academic assessors are clearly detailed in the MORA and programme documentation.

There's evidence of a collaborative partnership approach to ensure governance structures are in place for student learning. Documentary evidence and the

desktop review confirm that SHU continue to have robust procedures in place for escalating concerns about safe and effective midwifery care in practice learning environments. The MORA contains action plans to support students in their progression, following any concerns raised in practice.

Documentary evidence and the desktop review confirm PUSC involvement in modification of the programme structure and BSc (Hons) modules, for example by contributing to consultation stakeholder events. PUSCs remain involved in the programmes, for example in student recruitment. Modification of the BSc (Hons) modules presents further opportunity for PUSCs to contribute, for example as part of new viva voce assessments. The MORA includes opportunities for PUSCs to feedback on student achievement in the practice learning environment 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. Although BSc (Hons) and MSc students follow different programme structures, they've shared learning opportunities through co-production of an annual midwifery conference and attendance at 'student voice' meetings. BSc (Hons) midwifery and students from across a range of health and social care programmes share some modules each year, for example, 'collaboration for individual and community wellbeing', 'evidence and enquiry for practice' and 'complexity and leadership in professional practice'.

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, 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, people who use services, 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 meet the entry requirements for the programme as set out by the AEI and are suitable for midwifery practice
 - 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 police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and education establishments and ensure 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).

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, updated 2023).

Proposed transfer of current students to the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).
Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

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 meet the entry requirements for the programme as set out by the AEI and are suitable for midwifery practice
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. Unchanged through this modification.

Evidence provides assurance that the following requirements are met

- R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the [NMC Guidance of health and character](#). This includes satisfactory occupational health assessments and criminal record checks

YES NO

- R1.8 ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or

determinations that their fitness to practise is impaired made by other regulators, professional bodies and education establishments and ensure 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).

YES NO N/A

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.

Programme documentation and the desktop review confirm that the modified BSc (Hons) modules are designed to meet the SPMP and SPM.

The BSc (Hons) programme adopts the three-trimester curriculum structure for all students from September 2024 and therefore there are two cohorts (current year one and current year two) who will transfer to the new structure. Documentary evidence and the desktop review confirm that the LME met with both cohorts to discuss the proposed changes. This is in addition to the programme of stakeholder curriculum development events. There's evidence that feedback from the transferring cohorts is positive, with students appreciating the improvements being made to the existing curriculum and subsequent benefit to their learning journey.

Moving to the new curriculum structure is a phased process for students on the MSc programme. Current students remain on the existing two semester structure with new students commencing the proposed modified structure. No MSc students will therefore be transferred onto the modified curriculum.

Proposed transfer of current students to the *Standards for student supervision and assessment (SSSA)* (NMC 2018, updated 2023).

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 are embedded within both programmes and there are no trailing students who require transfer.

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: 15 November 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, by meeting the following criteria:

R2.9.1 ensure that all pre-registration midwifery programmes meet the equivalent minimum programme length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours, or

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

R2.9.3 where a student is already registered with the NMC as a registered first level nurse (adult), 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 PUSCs are involved in the co-production of the proposed modifications to the BSc (Hons) modules and programme curricular structure. The module modifications present further opportunity for PUSCs and advocacy groups to contribute to curriculum assessment, for example as part of new viva voce assessments. The MORA includes opportunities for PUSCs to

feedback on student achievement in the practice learning environment to support students' ongoing development.

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 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 students on the BSc (Hons) programme have 20 weeks of theory-based and 20 weeks of practice-based learning each year.

Students on the MSc programme have 45 weeks of theory-based and 45 weeks of practice-based learning shared equally across the two years of the programme. A range of learning and teaching strategies supports both curricula as per original approval.

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, by meeting the following criteria:

R2.9.1 ensure that all pre-registration midwifery programmes meet the equivalent minimum programme length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours, or

YES NO N/A

R2.9.1 is met. Programme documentation and the LME confirm that a total of 2310 theory-based and 2310 practice-based hours are achieved on the BSc (Hons) programme over three years.

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

YES NO N/A

R2.9.2 is met. Programme documentation and the LME confirm that a total of 1800 theory-based and 1800 practice-based hours are achieved on the MSc programme over two years.

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

YES NO N/A

SHU don't deliver a shortened midwifery programme route over a period of 18 months.

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 15 November 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 3: Practice learning
<p>AEIs together with practice learning partners must:</p> <p>R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives</p> <p>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</p> <p>R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working</p> <p>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</p> <p>R3.5 provide learning opportunities, across the whole continuum of care, that enables students to gain experience to:</p> <p>3.5.1 support and care for women during pregnancy, undertaking no less than 100 antenatal examinations</p> <p>3.5.2 support and care for no less than 40 women in labour and facilitate the birth. Where 40 births cannot be reached owing to the lack of available women giving birth, it may be reduced to a minimum of 30, provided that the student is given the opportunity to assist with caring for an additional 20 women giving birth</p> <p>3.5.3 participate in the support and care of women in labour and having a breech birth. Where there are no opportunities in practice to gain experience of breech births, proficiency may be gained by simulated learning</p> <p>3.5.4 support and care for no less than 100 women postnatally and 100 healthy newborn infants</p> <p>3.5.5 develop the required knowledge, skills and behaviours needed to support and care for no less than 40 women who have additional care needs or develop complications including those related to physical, psychological, social, cultural and spiritual factors</p> <p>3.5.6 care for newborn infants requiring additional care or have complications, including in a neonatal unit and</p>

- 3.5.7 care for women across the life course with additional sexual and reproductive health needs
- R3.6 ensure students gain experience of leadership and team working with different maternity providers
- R3.7 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services
- R3.8 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
- R3.9 take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities
- R3.10 ensure students experience the range of hours expected of practising midwives, and
- R3.11 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. Unchanged through this modification.

- R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families
MET **NOT MET**

R3.2 is 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 learning opportunities, across the whole continuum of care, that enables students to gain experience to:

3.5.1 support and care for women during pregnancy, undertaking no less than 100 antenatal examinations

3.5.2 support and care for no less than 40 women in labour and facilitate the birth. Where 40 births cannot be reached owing to the lack of available women giving birth, it may be reduced to a minimum of 30, provided that the student is given the opportunity to assist with caring for an additional 20 women giving birth

3.5.3 participate in the support and care of women in labour and having a breech birth. Where there are no opportunities in practice to gain experience of breech births, proficiency may be gained by simulated learning

3.5.4 support and care for no less than 100 women postnatally and 100 healthy newborn infants

3.5.5 develop the required knowledge, skills and behaviours needed to support and care for no less than 40 women who have additional care needs or develop complications including those related to physical, psychological, social, cultural and spiritual factors

3.5.6 care for newborn infants requiring additional care or have complications, including in a neonatal unit and

3.5.7 care for women across the life course with additional sexual and reproductive health needs

MET **NOT MET**

R3.5 is met. Unchanged through this modification.

R3.6 ensure students gain experience of leadership and team working with different maternity providers

MET **NOT MET**

R3.6 is met. Documentary evidence demonstrates that BSc (Hons) students continue to be allocated practice placements across two different maternity care providers during their programme. They currently spend years one and three at one PLP and rotate to a different PLP for year two. MSc students are allocated a placement with a different maternity provider in year two of their programme. For all students, continuity of carer caseload holding in each academic year provides further opportunity to gain experience of leadership and team working with different maternity providers.

R3.7 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

R3.7 is met. Unchanged through this modification.

R3.8 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

R3.8 is met. Unchanged through this modification.

R3.9 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

R3.9 is met. Unchanged through this modification.

Evidence provides assurance that the following requirements are met

R3.10 ensure students experience the range of hours expected of practising midwives

YES NO

R3.11 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: 15 November 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 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 constructive 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

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 desktop review demonstrate that the department and PLPs continue to have robust procedures and policies in place that demonstrate how support, supervision, learning opportunities and assessments on the BSc (Hons) and MSc programmes meet the requirements of the SFNME. Evidence provides assurance that the proposed modifications to the curriculum structure and BSc (Hons) modules are designed to meet the SFNME. Practice learning environment quality assurance processes are evidenced at strategic and operational levels and therefore risks to student learning remain mitigated.

BSc (Hons) students share some learning with their peers on a range of health and social care programmes, for example students from all fields of nursing, physiotherapy, paramedics and social workers. BSc (Hons) midwifery students therefore have programmed opportunities to develop knowledge and skills in integrated working. All students continue to be supported to achieve the programme outcomes through a range of learning and teaching strategies that support their progression needs. A variety of practice learning opportunities support achievement of the SPM, including placements at different maternity providers to facilitate experience of leadership and team working elsewhere.

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 desktop review confirm that BSc (Hons) and MSc students continue to meet the SPM and programme outcomes. Programme documentation and the desktop review also confirm that the proposed modifications to the BSc (Hons) modules meet the SPM and programme outcomes. Programme documentation and the MORA are clearly mapped against the SPM.

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

MET **NOT MET**

R4.4 is met. Unchanged through this modification.

Evidence provides assurance that the following requirements are met

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

YES NO

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

YES NO

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

YES NO

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: 15 November 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 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 R2.12, R2.21

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level

YES NO

R5.2 notify students during and before completion of the programme that they have [five years](#) to apply to register with the NMC if they wish to rely on this qualification². In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

YES NO

Fall Back Award

If there is a fall back exit award with registration as a midwife all NMC standards and proficiencies are met within the award.

YES NO N/A

There are no fall back exit awards with registration as a midwife.

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 15 November 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, updated 2023) (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, updated 2023) 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, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the LME	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: SHU don't deliver a midwifery degree apprenticeship therefore there are no written agreements with employer partners.		
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 type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Students	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, please identify cohort year/programme of study:		
People who use services and carers	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: This modification process is a desktop review and only required a meeting with the LME. SHU don't deliver a midwifery degree apprenticeship therefore there are no employer partners.		
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>Barnsley Hospital NHS Foundation Trust, Care Quality Commission (CQC) inspection report, 14 March 2018</p> <p>South West Yorkshire Partnership NHS Foundation Trust, CQC inspection report, 23 August 2019</p> <p>Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust, CQC inspection report, 19 February 2020</p> <p>Rotherham Doncaster and South Humber NHS Foundation Trust, CQC inspection report, 21 February 2020</p> <p>Derbyshire Healthcare NHS Foundation Trust, CQC inspection report, 6 March 2020</p> <p>Sherwood Forest Hospitals NHS Foundation Trust, CQC inspection report, 14 May 2020</p> <p>Sheffield Health and Social Care NHS Foundation Trust, CQC inspection report, 19 August 2021</p> <p>The Rotherham NHS Foundation Trust, CQC inspection report, 29 September 2021</p> <p>Sheffield Teaching Hospitals NHS Foundation Trust, CQC inspection report, 22 December 2022</p> <p>Barnsley Hospice, CQC inspection report, 25 January 2023</p> <p>King's Mill Hospital inspection report, CQC inspection report, 23 February 2023</p> <p>Barnsley Hospital, CQC inspection report, 1 September 2023</p>		
<p>If you stated no above, please provide the reason and mitigation:</p> <p>SHU is an established AEI and there's no requirement to view resources as part of this modification.</p>		
<p>Additional comments:</p> <p>None identified.</p>		

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Issue record			
Final Report			
Author(s):	Sarah Snow	Date:	17 November 2023
Checked by:	Ian Felstead-Watts	Date:	23 November 2023
Submitted by:	Amy Young	Date:	8 December 2023
Approved by:	Natasha Thompson	Date:	14 December 2023