

**Programme approval report**

**Section one**

<b>Programme provider name:</b>	Birmingham City University
<b>In partnership with:</b> <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	University Hospitals Birmingham NHS Foundation Trust  Birmingham Women's and Children's NHS Foundation Trust  Sandwell and West Birmingham Hospitals NHS Trust
<b>Programme reviewed:</b>	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"/>
<b>Title of programme(s):</b>	BSc (Hons) Midwifery MSci Midwifery with Public Health MSc Midwifery
<b>Academic levels:</b>	
Registered Midwife - 18M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 24M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 36M	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7  SCQF

	<input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11								
Registered Midwife - degree apprentice	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11								
<b>Date of approval visit:</b>	23 March 2021								
<b>Programme start date:</b>	<table border="1" style="width: 100%;"> <tr> <td>Registered Midwife – 18M</td> <td></td> </tr> <tr> <td>Registered Midwife – 24 M</td> <td>13 January 2022</td> </tr> <tr> <td>Registered Midwife – 36 M</td> <td>13 September 2021</td> </tr> <tr> <td>Registered Midwife – degree apprentice</td> <td></td> </tr> </table>	Registered Midwife – 18M		Registered Midwife – 24 M	13 January 2022	Registered Midwife – 36 M	13 September 2021	Registered Midwife – degree apprentice	
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Registered Midwife – 36 M	13 September 2021								
Registered Midwife – degree apprentice									
<b>QA visitor(s):</b>	Registrant Visitor: Catherine McEvelly Lay Visitor: Sandra Stephenson								

**Section two**

**Summary of review and findings**

The school of midwifery and nursing (the school) within the faculty of health, education and life sciences at Birmingham City University (BCU) is an approved provider of pre-registration midwifery.

The school presents for approval the following full-time pre-registration midwifery programmes (long and short) to align with the Nursing and Midwifery Council (NMC) Standards for student supervision and assessment (SSSA) (NMC, 2018), Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and Standards of proficiency for midwives (SPM) (NMC, 2019). Programme titles include:

- Bachelor of Science with Honours (BSc (Hons)) midwifery
- Master of Science (MSc) midwifery
- Master in Science (MSci) midwifery with public health

The BSc (Hons) midwifery is a level six programme, which is three years in length. The MSci midwifery with public health is an integrated master's programme, which is four years in length. The BSc (Hons) and MSci routes have a combined projected annual intake of 105 student midwives (65 students in September 2021 and 40 students in January 2022). Documentation identifies the BSc (Hons) and the MSci routes share identical theoretical structure and modules for years one to three, with the fourth year of the MSci route focusing on public health. The practice assessment documentation is shared between years one and two only.

The MSc midwifery programme is a level seven shortened programme designed to enable students already registered with the NMC as a registered nurse, first level (adult), to train as a midwife. The programme is two years in length, with a proposed intake of 20 students commencing January 2022.

The SSSA, SPMP and SPM are clearly detailed and mapped within the programmes. BCU adopted the SSSA in March 2020 following implementation of the NMC emergency standards (NMC, 2020) and is adopting the midwifery ongoing record of achievement (MORA) for the new programmes. The MORA is a nationally approved practice assessment document, which is the product of a collaborative development based on the established pan-London model, utilising regional stakeholder engagement, including lead midwives for education (LMEs) and supported by Health Education England (HEE). BCU was part of the midwifery practice assessment collaborative (MPAC), the all-England and Northern Ireland group which developed the MORA.

BCU midwifery students from cohorts September 2017, 2018 and 2019 were all transferred to the SSSA. Grading in practice won't be undertaken in the new

programmes as the university have opted for a pass or fail process for practice placement proficiencies, which is evidenced in the MORA.

The MORA has been designed to accommodate varied placement patterns and clinical experience for students. Practice placements are audited to monitor the effectiveness of the learning environment. Students are also required to keep an ongoing record of their experiences within the MORA to confirm that European Union (EU) outcomes have been met through a varied experience of midwifery practice. This includes antenatal, intrapartum, postnatal and neonatal care in hospital and community settings, including midwifery-led care and homebirth.

The programmes aim to develop midwives who provide skilled, knowledgeable, respectful and compassionate care for women, newborn infants and families. The rationale for the change is to align to the new standards and to deliver midwives for the future. Key groups worked to plan and review the proposed programmes and included clinical educators, practice placement managers from practice learning partners (PLPs), service users and midwifery tutors. Stakeholders shared their perspectives on what should be included in the curriculum and what attributes future midwives should have.

System regulators haven't identified any ongoing areas of concern within the practice learning environments which are to be used for the programmes. Documentary evidence confirms that any issues arising from Care Quality Commission (CQC) quality reviews which impact on the practice learning environment are managed through a systematic partnership process. There's clear evidence of close partnership working between BCU, the LME and their PLPs to manage and mitigate any risks to student learning.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the SSSA aren't met at programme level as conditions apply.

The midwifery programmes are recommended for approval subject to three joint NMC and university conditions and one university condition. One joint NMC and university recommendation is made.

Updated 4 May 2021:

Evidence is provided to meet the conditions. The conditions and related NMC standards/requirements are now met. BCU provide evidence to confirm that the university conditions are also met.

The programme is recommended to the NMC for approval.

**Recommended outcome of the approval panel**

**Recommended outcome to the NMC:**

Programme is recommended to the NMC for approval

	<p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p><b>Conditions:</b></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>Condition three: Provide an implementation plan that demonstrates and promotes inter-professional learning (IPL) and multi-agency team working opportunities within the midwifery programmes. (SFNME R1.13; SPMP R3.3) (NMC and university condition)</p> <p><b>Selection, admission and progression:</b></p> <p>None identified.</p> <p><b>Practice learning:</b></p> <p>Condition one: Provide evidence that confirms plans are in place that demonstrate all student midwives achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants. (SPMP R3.4) (NMC and university condition)</p> <p>Condition two: Provide plans to evidence collaborative working and support for PLPs to implement the SSSA. (SPMP R4.2) (NMC and university condition)</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition four:</p> <ul style="list-style-type: none"> <li>• Update documents to ensure that the duration of the MSc Midwifery is 24 months.</li> <li>• Review the language used throughout the course documentation and modules to ensure that inclusive terminology is overt and supports</li> </ul>

	<p>the expectations of an inclusive learning environment.</p> <ul style="list-style-type: none"> <li>• Review indicative content to ensure the inclusion of bereavement care and perinatal loss.</li> <li>• Review the learning outcomes for the level six module 'global perspectives on public health' and level seven 'advanced public health' and 'maternal infant nutrition' to ensure alignment with the framework for higher education qualifications expectations.</li> <li>• Review reading lists to ensure inclusion of texts related to biomechanics of the pelvis. (University condition)</li> </ul>
<b>Date condition(s) to be met:</b>	4 May 2021
<b>Recommendations to enhance the programme delivery:</b>	Recommendation one: The programme team should consider enhancing service user engagement in the midwifery programmes. (SFNME R1.12; SPMP R2.4) (NMC and university recommendation)
<b>Focused areas for future monitoring:</b>	None identified.

<b>Programme is recommended for approval subject to specific conditions being met</b>	
<b>Commentary post review of evidence against conditions:</b>	
<p>BCU provided the evidence that confirms plans are in place that demonstrate all student midwives are allocated learning opportunities to achieve the proficiencies related to continuity of carer (CoC). Evidence includes mapping CoC in the MORA, client information leaflets, guidance in students' handbooks and the allocation of PLP CoC lead roles to support all students' rotation through CoC teams.</p> <p>Condition one is now met.</p> <p>BCU provided evidence to demonstrate collaborative working and support for PLPs to implement the SSSA is in place. Evidence includes a clearly detailed timeline outlining guidance and training workshops to update PLPs, online guidance via Moodle identifying the roles and responsibilities of practice supervisors, practice assessors and academic assessors and regular</p>	



communication newsletters disseminated through BCU and the PLPs to disseminate information and promote workshops.

Condition two is now met.

BCU provided implementation plans to demonstrate and promote IPL and multi-agency team working opportunities within the midwifery programmes. This includes IPL lesson plans and sessions in collaboration with other professional programmes at BCU and PLPs, BCU midwifery department IPL rationale and strategy and IPL opportunities at BCU and PLPs' posters.

Condition three is now met.

BCU provided evidence to confirm that the university conditions are also met.

The programme is recommended to the NMC for approval.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Summary of observations made, if applicable</b>	Correction of proposed student numbers for the two-year programme from 25 to 20. Clarification that the ongoing record of student experiences is part of the MORA. Removal of reference to digital systems not used in this programme.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	4 May 2021

### Section three

<b>NMC Programme standards</b>
<p>Please refer to NMC standards reference points  <a href="#">Standards for pre-registration midwifery programmes</a> (NMC, 2019)  <a href="#">The Future midwife: Standards of proficiency for registered midwives</a> (NMC, 2019)  <a href="#">Standards framework for nursing and midwifery education</a> (NMC, 2018)  <a href="#">Standards for student supervision and assessment</a> (NMC, 2018)  <a href="#">The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</a> (NMC, 2015 updated 2018)</p>

### NMC Programme standards

[Quality assurance framework for nursing, midwifery and nursing associate education](#) (NMC, 2020)  
[QA Handbook](#) (NMC, 2020)

### Partnerships

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

**Please refer to the following NMC standards reference points for this section:**

[Standards framework for nursing and midwifery education](#) (NMC, 2018)

**Standard 1: The learning culture:**

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

**Standard 2: Educational governance and quality:**

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC [Standards for student supervision and assessment](#)

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

**Standard 3: Student empowerment:**

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice

**Standard 4: Educators and assessors:**



R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment

**Standards for student supervision and assessment** (NMC, 2018)

**Standard 1: Organisation of practice learning:**

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

**Standard 2: Expectations of practice supervisors:**

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

**Standard 3: Practice supervisors: role and responsibilities:**

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

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

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

**Standard 7: Practice assessors: responsibilities:**

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

**Standard 9: Academic assessors: responsibilities:**

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

**Findings against the standard and requirements**

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

Discussions at the approval visit and analysis of documentary evidence confirm robust collaboration between PLPs and BCU in the planning of midwifery programmes. BCU has worked closely in partnership with PLPs to plan the curriculum content against NMC Standards to provide safe and effective learning experiences for student midwives. Practice placement managers (PPMs) at the three NHS trusts tell us of good relationships and effective co-production. BCU and PLPs work together to ensure robust and evidence-based assessments. Service users and carers (SUCs) tell us they've attended planning days with the midwifery team and PLPs to review and give feedback on programme plans.

The MORA evidences the involvement of SUCs and students in feedback, supervision and assessment processes. Opportunities for IPL in practice is evidenced within the MORA documentation. Although the documentation highlights the importance and relevance of interdisciplinary and multi-agency team working, the academic team acknowledge there's a need for more structured theoretical IPL in the theory components of the programmes. A lack of documentation embedded in the curricula to demonstrate and promote IPL leads to uncertainty around the effectiveness of learning opportunities to enable students to achieve the proficiencies related to inter-disciplinary and multi-agency team working. A condition is therefore applied. (Condition three)

The SSSA are currently being implemented for all students on midwifery programmes at BCU following implementation of the emergency standards (NMC, 2020). The PPMs at the three trusts tell us how they provide a range of training opportunities for practice supervisors and practice assessors. BCU tell us they offer weekly drop-in sessions and access to Moodle (the virtual learning environment (VLE)) for training and support for all midwives undertaking practice supervision and practice assessment roles. PLPs tell us of initial issues accessing the VLE, which was nurse-focused and therefore not suitable for supporting student midwives. However, following discussion with BCU the VLE was amended to include a midwifery focus in direct support of practice supervisors and practice assessors supporting and assessing student midwives.

The PPMs' superhub meetings held fortnightly support continuous review of capacity and monitoring of placements with all trusts working closely with BCU. PLPs tell us they engage with BCU strategically and operationally to support partnership working. They tell us this includes involvement at recruitment and selection events, delivery of the programme, including teaching clinically focussed

theoretical sessions and simulated learning. Opportunities for feedback and evaluation of existing programmes and planning of new programmes are provided at regular planned planning meetings. In addition, PLPs also attend the annual quality day, which also include external examiners, students and academics to review and evaluate aspects of programme delivery and design.

Students tell us they're consulted on all aspects of the programmes. Documentary evidence and examples of where feedback has been acted upon demonstrate how BCU effectively use feedback to enhance programme design and delivery.

Students give feedback in a variety of ways, including through module reviews. They tell us their opinions are sought and they feel listened to with requests such as more external speakers, additional annual leave or further timetabled support for level six writing skills, which was actioned by the academic team. Documentary evidence and analysis of discussion at the approval visit provides robust evidence of student representation at academic boards and attendance at the annual quality days. Students inform the panel that there are student representatives for each cohort with student voice forums. Wider BCU student support includes allocation of personal tutors and signposting to the wellbeing team. In practice, students are allocated to a professional midwifery advocate to provide further support in practice. Students tell us they're aware of resources to access wider academic, professional and pastoral support from BCU and PLPs, and tell us they're well supported.

Recruitment and selection is undertaken through multiple mini interviews (MMIs) which include academics and PLPs. SUCs tell us they contribute by reviewing questions and sharing their opinions of issues which will be used at one of the interview stations. They tell us they produce case studies and share their lived experiences to support student midwives' learning.

Documentation, minutes of meetings and discussion at the approval visit indicates SUC involvement in the design, development, delivery and evaluation of programmes. The LME met with the maternity voices partnership to involve women in the design and development of the programmes. SUCs tell us of their involvement in curriculum development and delivery, including involvement in the development of recruitment questions. SUCs tell us they gave their perspective on what the MORA feedback form should include. This is the feedback form that's offered to SUCs to provide feedback to the student.

However, while the evidence highlights some intended SUC engagement, the programme team acknowledge this could be enhanced, and explain ongoing plans for further SUC engagement, including involvement in the delivery, assessment and evaluation of the programme to highlight lived experience. The panel feel SUC engagement could be enhanced and recommend the programme team consider enhancing SUC engagement in the midwifery programmes. (Recommendation one).

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**

Documentation highlights the importance and relevance of interdisciplinary and multi-agency team working. However, the academic team acknowledge there's a need for more structured theoretical IPL in the theory components of the programmes and explain their aspirational plans for the future. A lack of documentation embedded in the curricula to demonstrate and promote IPL leads to uncertainty around the effectiveness of learning opportunities to enable students to achieve the proficiencies related to interdisciplinary and multi-agency team working within the midwifery programmes.

Condition three: Provide an implementation plan that demonstrates and promotes IPL and multi-agency team working opportunities within the midwifery programmes. (SFNME R1.13; SPMP R3.3) (NMC and university condition)

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:

Condition three: BCU provided implementation plans to demonstrate and promote IPL and multi-agency team working opportunities within the midwifery programmes.

Condition three is now met.

#### Evidence:

- Proposals for IPL scenarios: examples of possible IPL sessions at BCU, faculty of health education and life sciences, undated
- Lesson plan: active listening principles: violence against women and girls, undated
- Lesson plan: incident, undated
- Lesson plan: musculoskeletal examination, undated
- Poster: IPL experiences available in your trusts, undated
- Poster: IPL experiences available at BCU, undated
- IPL strategy, midwifery department, faculty of health education and life sciences, undated

**Date condition(s) met:** 4 May 2021

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

### Student journey through the programme

#### Standard 1: Selection, admission and progression

##### AEIs must:

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

##### AEIs together with practice learning partners must:

- R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
- R1.5 confirm on entry to the programme that students:
  - R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document
  - R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
  - R1.5.3 demonstrate values in accordance with [the Code](#)
  - R1.5.4 have capability to learn behaviours in accordance with the Code
  - R1.5.5 have capability to develop numeracy skills required to meet programme outcomes
  - R1.5.6 can demonstrate proficiency in English language
  - R1.5.7 have capability in literacy to meet programme outcomes
  - R1.5.8 have capability for digital and technological literacy to meet programme outcomes
- R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes
- R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the [NMC Guidance of health and character](#). This includes satisfactory occupational health assessments and criminal record checks
- R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse determinations made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully



R1.9 ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and  
 R1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult) and the programme complies with Article 40(1)(b) of Directive 2005/36/EC outlined in Annex 1 of this document.

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

**Proposed transfer of current students to the programme under review**  
 Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the *Standards for pre-registration midwifery programmes* (NMC, 2019).

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

**Findings against the standard and requirements**

**Evidence provides assurance that the following requirements are met:**

R1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI  
 YES  NO

R1.2 inform the NMC of the name of the lead midwife for education  
 YES  NO

R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes  
 YES  NO

R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education  
 YES  NO

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



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

YES  NO

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

YES  NO

R1.5.3 demonstrate values in accordance with the Code

YES  NO

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

YES  NO

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

YES  NO

R1.5.6 can demonstrate proficiency in English language

YES  NO

R1.5.7 have capability in literacy to meet programme outcomes

YES  NO

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

YES  NO

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

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

MET  NOT MET

R1.6 is met. Documentary evidence and discussions at the approval visit confirm that numeracy, literacy, digital and technological literacy are mapped against programme outcomes. Module mapping, module resources and content confirm students are supported in developing their abilities in these areas.

The requirement for general education length and qualifications which demonstrate proficiency in English language, literacy and numeracy are confirmed by admissions staff during the recruitment and selection process. The application process requires applicants to use an online digital format. The MMIs explore the

applicant's knowledge and understanding of the role and scope of practice of the midwife and NHS core values.

Student facing documentation signposts student midwives to resources such as the personal development department which provides support for students in relation to their numeracy and literacy. Information technology (IT) services and library staff are available to support general digital literacy skills. Moodle is the VLE with online teaching delivered through Microsoft Teams. Moodle gives access to module and assessment guides and supports learning through presentations, articles, links to eBooks and discussion fora. Module leaders use analytics to monitor student completion of required pre- and post-session activities.

Documentation emphasises the importance of research and evidence-based practice with student midwives being supported in developing their digital literacy skills to identify, use and apply appropriate resources. Support to develop numeracy skills related to clinical practice and calculation of medicines is through the online platform safeMedicate, which is embedded into the midwifery programmes.

**Evidence provides assurance that the following requirements are met**

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

YES  NO

R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse determinations made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully

YES  NO

R1.9 ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and

YES  NO

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

YES  NO

**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.

Through discussions at the approval visit the programme team confirm the proposed programme is intended to commence in September 2021 and January 2022. The programme team confirm that no current students are transferring to the proposed programme. Current year one, two and three students will remain on their existing programme supported under the SSSA. Current students confirm they're aware of the new programme and standards.

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

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

BCU adopted the SSSA in March 2020 following implementation of the emergency standards (NMC, 2020). Midwifery students from cohorts September 2017, 2018 and 2019 were all transferred to the SSSA using paper-based practice assessment documentation. The SSSA were retained following withdrawal of the emergency standards and included in the documentary review and approval visit discussions. All programmes from September 2021 onwards are adopting the SSSA and MORA. Use of the practice assessment record and evaluation (PARE) on an electronic platform is proposed from September 2021 onwards.

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:** 23 March 2021

**Post event review**

**Identify how the condition(s) is met:**  
 N/A

**Date condition(s) met:**  
 N/A

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

N/A

### Standard 2: Curriculum

#### AEIs together with practice learning partners must:

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

### Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

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

YES  NO

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

YES  NO

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

YES  NO

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

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

MET  NOT MET

R2.4 is met. Documentation, minutes of meetings and discussion at the approval visit indicates SUC involvement in the design, development, delivery and evaluation of programmes.

The LME met with the maternity voices partnership to involve women in the design and development of the programmes. Key groups were set up to look at specific areas including assessment, stakeholder involvement, technology enhancement, practice documents and the newborn and infant physical examination (NIPE). SUCs shared their perspectives on what should be included in the curriculum and what attributes future midwives should have. Draft modules were referred to key groups for review and amendment.

SUCs tell us of their involvement in curriculum development and delivery, including involvement in the development of recruitment questions. SUCs tell us they gave their perspective on the MORA feedback form and what this should include.

However, while the evidence highlights some intended SUC engagement the programme team acknowledge this could be enhanced, and explain ongoing plans for further SUC engagement, including involvement in the delivery, assessment and evaluation of the programme to highlight lived experience. The panel feel SUC engagement could be enhanced and recommend the programme team consider enhancing SUC engagement in the midwifery programmes. (Recommendation one)

**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 are delivered in England.

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

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

MET  NOT MET

R2.6 is met. Documentation and discussion at the approval visit makes clear that students are supported by a range of staff, including academic and pastoral staff, practice supervisors and practice assessors and health and wellbeing teams. Students inform us of the effectiveness of support available.

Placement learning opportunities include a range of practice placements across the childbirth continuum, including antenatal, intrapartum and postnatal based learning opportunities in hospital and community settings to provide relevant and ongoing exposure to midwifery practice. The MORA has been designed to accommodate varied placement patterns and clinical experience for students.

Curriculum and student facing documentation identify that all modules are compulsory and must be completed successfully. For the BSc (Hons) and MSci students, theory learning and practice placements are integrated before a final block of placements at the end of the year, which BCU provide to consolidate all theory and practice learning. In years three and four of the MSci route, theoretical learning and practice placements are integrated into each week of the programme. For the MSc midwifery programme, student midwives have theory learning and practice placements integrated throughout the programme. Documentation indicates that each year will build upon the foundations from previous years with practice placements planned to enable students to apply the theoretical knowledge and skills learnt in the academic modules. Students tell us they appreciate and welcome the integrated approach. Academics tell us this integration better supports students' confidence and wellbeing and helps them in the early stages of the programme.

R2.7 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required

MET  NOT MET



R2.7 is met. Documentary review and discussion at the approval visit provides assurance that the programmes resources and assessment strategy utilise technology-enhanced and simulated learning opportunities effectively and proportionately.

Technology enhanced and simulated learning is facilitated through the VLE, for example, Moodle, Turnitin, e-portfolio and the virtual classroom (the big blue button and screencast). Simulated learning is planned in each part of the programme to support practice-based learning and assessment, including routine care skills, emergency skills, NIPE and baby friendly initiative (BFI). The skills practice and clinical enhancement learning environment is available to student midwives for additional self-directed study. All student midwives are required to undertake mandatory online courses through the eLearning for health platform, which is audited on completion of the programme. Students are also required to undertake online computer-based assessments, for example safeMedicate. PLPs and the academic team lecturers confirm that where a proficiency is required and clinical circumstances occur infrequently, the skill is assessed via simulated practice and recorded in the MORA by the practice supervisors and practice assessors.

R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies

**MET**  **NOT MET**

R2.8 is met. The BSc (Hons) midwifery route meets the required 4600 hours, with equal balance between theory and practice. The MSci midwifery with public health route meets the required 4600 hours, with equal balance in theory and practice. The MSc midwifery programme meets the required 3600 hours, with equal balance between theory and practice. The programme structure and documentation specify the theory and practice hours for each module and year of the programmes.

Teaching and learning is delivered through a blended approach. Strategies include formal classroom teaching, skills sessions, online learning, self-directed study, one-to-one tutorials, group seminars, enquiry-based learning, case-based learning, simulation activities, flipped learning and experiential learning from practice. The assessment timetable is clearly detailed and documentation indicates that the assessment load has been reduced in response to feedback from student midwives and staff. Academics tell us the spiral of assessments allows student midwives to practise and consolidate required skills leading to their summative assessments. They tell us the range of assessments including presentations, objective structured clinical examinations and reflective journals offers greater equality for students who learn in different ways.

**Evidence provides assurance that the following requirements are met**

R2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of

proficiency for midwives and respective programme outcomes, and comply with Article 40 (1) and satisfy Article 41(1) of Directive 2005/36/EC (see Annexe 1) by meeting the following criteria:

R2.9.1 full time education and training as a midwife is a minimum of three years and 4,600 hours,

YES  NO  N/A

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

YES  NO  N/A

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

YES  NO  N/A

The shortened programme is two years and 3600 hours in length therefore meeting R2.9.2.

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: 23 March 2021

### Post event review

Identify how the condition(s) is met:

N/A

Date condition(s):

N/A

Revised outcome after condition(s) met:

MET  NOT MET

N/A

**Standard 3: Practice learning**

**AEIs together with practice learning partners must:**

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

**Findings against the standard and requirements**

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

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

**MET**  **NOT MET**

R3.1 is met. Documentary review and discussions at the approval visit confirm that student midwives have access to a range of community, hospital and home practice learning opportunities that enable them to develop and meet the SPM. The programme team and PLPs confirm that student midwives are placed within a 'home' trust throughout the programme that supports development and qualification as midwives. All trusts have CoC teams and there's additional access to home birth, female genital mutilation and bereavement teams. PPMs tell us how

student midwives are put on pathways to meet specific proficiencies, such as the operating theatre or with specialist critical care midwives. Placement provision is monitored, reviewed and evaluated and includes feedback from PLPs, students and academic staff. In addition to the support offered by practice supervisors and practice assessors, student midwives are also supported by the PPM, professional midwifery advocate, student coordinators and link tutors.

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. Documentary review and discussion at the approval visit provide clear evidence that students experience the role and scope of the midwife, enabling them to provide holistic care to women, newborn infants and families. The programmes are structured to deliver theory that's designed to support practice. The practice learning environment gives student midwives the opportunity to apply and develop skills from academic modules and meet the programmes learning outcomes. Academics and PLPs confirm theory and clinical practice modules are aligned to practice learning. The MORA, which is mapped to the SPM, is structured to enable students to record their contribution to holistic care for women, newborn infants, partners and families. PLPs confirm suitable resources and effective learning opportunities to enable the students to experience the role and scope of the midwife.

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 not met. Documentation highlights the importance and relevance of interdisciplinary and multi-agency team working. Following discussion at the approval visit, PLPs and students identify where interdisciplinary working opportunities with a variety of health and social care professionals is assessed in practice placement and recorded in the MORA. The academic team identify theoretical IPL through the use of case studies with occasional guest lecturers from other professions delivering some sessions. The academic team acknowledge additional need for more structured theoretical IPL in theory through aspirational plans for the future. A lack of documentation embedded in the curricula to demonstrate and promote IPL leads to uncertainty around the effectiveness of learning opportunities to enable students to achieve the proficiencies related to interdisciplinary and multi-agency team working within the midwifery programmes. (Condition three)

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 not met. Documentary evidence and discussion at the approval visit identify a range of practice placements provided to enable student midwives the opportunity to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants.

Placements are both hospital and community centred and, where a CoC team is available, student midwives are able to have integrated community and hospital placements. CoC placements are currently used as a pathway experience as this model of care is only just being developed across PLPs. Documentation indicates that CoC teams aren't used as assessed placement areas as these teams are only just becoming established. However, BCU tell us that all PLPs are committed to providing CoC as part of their service provision and that all students will have an opportunity to be placed with a CoC team during their programme. Traditional community teams exist where students are unable to join a CoC service model. The academic team inform us that students are encouraged to carry a small caseload of women in community, and learning opportunities exist within the hospital setting to experience CoC. However, there's no clear documentation to evidence students achieving CoC proficiency. The lack of clarity and documentation related to managing students' CoC cases leads to uncertainty of the effectiveness of learning opportunities and parity across programmes.  
(Condition one)

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. Documentation and discussion at the approval visit identifies that student midwives are provided with access to a range of learning opportunities to experience midwifery care for a diverse population across a range of settings. These include community, hospital and home practice within the NHS, voluntary organisations and internationally. The programme team, PLPs and students confirm the range of practice learning opportunities. PLPs provide a wide range of services to meet individual needs, including midwifery led services. Statements of compliance show BCU's and PLPs' commitment to providing all students with a wide range of practice experiences across the continuum of midwifery care. The academic team and PLPs confirm that the practice learning opportunities within the three placement circuits support students to provide care for a diverse population in a range of settings. The student experience is monitored by the clinical education and academic team to ensure students can achieve the required outcomes and proficiencies.

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. Documentation and discussion at the approval visit confirm that practice learning opportunities 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. This includes as they relate to physical, psychological, social, cultural and spiritual factors. The programme learning outcomes, module content and assessment strategy support the development of knowledge, understanding and skills required to support complications and additional care needs. The wide range of practice placements provides effective learning opportunities across a diverse population. The academic team and PLPs inform us of their close partnership working to ensure integration of theory and practice, supported by guest lectures and delivery of taught sessions by SUCs with lived experiences, for example perinatal mental health. The MORA is mapped to the SPM which supports the assessment of the required knowledge, skills and behaviour needed.

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. Documentary review and discussions at the approval visit identify the appropriateness and effectiveness of providing support for students' individual needs and personal circumstances when allocating their practice learning opportunities. This includes making reasonable adjustments for students with disabilities. Student midwives can seek support from a range of referral services and resources, including the wellbeing and disability teams. Referral to the inclusivity hub provides additional support with tailored personal plans to support them on placement. Students tell us of the support they experience from the academic team and the referral services, with many citing that the availability of support enables them to stay on their programme. Students with declared needs are encouraged to use the reasonable adjustments section in the MORA practice assessment documentation to ensure additional support from the practice learning environment.

**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**



There's an absence of clear documentation and clarity following discussion related to identifying IPL to enable students to achieve the proficiencies of interdisciplinary and multi-agency team working. The programme team discuss aspirational plans to implement this model in the future but are unable to confirm plans at the approval visit. (Condition three)

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**

There's a lack of clarity and documentation related to managing students' CoC cases. This leads to uncertainty of the effectiveness of learning opportunities and parity to enable students to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants.

Condition one: Provide evidence that confirms plans are in place that demonstrate all student midwives achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants. (SPMP R3.4) (NMC and university condition)

The lack of documentation embedded in the curricula to demonstrate and promote IPL leads to uncertainty around the effectiveness of learning opportunities to enable students to achieve the proficiencies related to interdisciplinary and multi-agency team working within the midwifery programmes.

Condition three: Provide an implementation plan that demonstrates and promotes IPL and multi-agency team working opportunities within the midwifery programmes (SFNME R1.13; SPMP R3.3) (NMC and university condition)

**Date:** 23 March 2021

**Post event review**

**Identify how the condition(s) is met**

Condition one: BCU provided the evidence that confirms plans are in place that demonstrate all student midwives are allocated learning opportunities to achieve the proficiencies related to CoC.

Condition one is now met.

Evidence:

- BCU updated module specifications, undated

- CoC mapping to MORA, undated
- Caseloading client leaflet, 2021
- Caseloading consent form, undated
- Student midwife caseloading guidance, April 2021

Condition three: BCU provided implementation plans to demonstrate and promote IPL and multi-agency team working opportunities within the midwifery programmes.

Condition three is now met.

Evidence:

- Proposals for IPL scenarios: examples of possible IPL sessions at BCU, faculty of health education and life sciences, undated
- Lesson plan: active listening principles: violence against women and girls, undated
- Lesson plan: incident, undated
- Lesson plan: musculoskeletal examination, undated
- Poster: IPL experiences available in your trusts, undated
- Poster: IPL experiences available at BCU, undated
- IPL strategy, midwifery department, faculty of health education and life sciences, undated

**Date condition(s):** 4 May 2021

**Revised outcome after condition(s) met:**

**MET**  **NOT MET**

#### **Standard 4: Supervision and assessment**

**AEIs together with practice learning partners must:**

R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC [Standards framework for nursing and midwifery education](#)

R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC [Standards for student supervision and assessment](#)

R4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes

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

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

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

R4.7 ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives, and  
R4.8 ensure the knowledge and skills for midwives set out in Article 40(3) and the activities of a midwife specified in Article 42 of Directive 2005/36/EC have been met as outlined in Annexe 1 of this document

### Findings against the standards and requirements

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

R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC [Standards framework for nursing and midwifery education](#)

**MET**  **NOT MET**

R4.1 is met. Analysis of the documentation and discussion at the approval visit identifies that student support, supervision, learning opportunities and assessment complies with the SFNME. Review of academic team curricula vitae and discussions with the programme team, practice supervisors and practice assessors confirm the support, supervision and assessment of students is provided by suitably qualified, prepared and skilled midwives and healthcare professionals. Students, practice assessors and practice supervisors inform the approval panel that theory and practice learning opportunities support attainment of programme outcomes and proficiencies, which is clearly identified in programme documentation. Students confirm that the learning culture is safe and effective and tell us they feel well-supported, which is conducive to effective learning. Documentation and discussion at the approval visit clearly identify that effective quality assurance processes are in place, including programme quality days attended by academic staff, PLP representatives, students, SUCs and external examiners. Documentation and policies confirm that issues are managed and resolved collaboratively between BCU and stakeholders, which is confirmed by academic staff, PLP representatives and students. Collaborative review of the quality of all the practice learning environments is completed biennially.

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 not met. Analysis of the documentation and discussion at the approval visit identifies that student support, supervision, learning opportunities and assessment complies with the SSSA. However, PLPs identify a lack of robust arrangements for the support and training of practice supervisors and practice assessors to effectively support and assess student midwives in practice placements. PLPs indicate confusion regarding the roles and responsibilities within the SSSA. Further

concerns are identified regarding practice supervisors' and practice assessors' ability to access the VLE in order to access appropriate training. Concerns relating to the timeliness of communication from BCU to address the issues regarding the training resources are also raised. In addition, discussion on how to fail students with practice supervisors and practice assessors and the academic assessors identifies a lack of understanding of roles and responsibilities in collaboratively assessing student practice and academic achievement. Uncertainty around the effectiveness of arrangements to support practice supervisors and practice assessors to implement the SSSA leads to risk regarding students' ability to achieve the SPM within the programmes. (Condition two)

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. Following documentary analysis and discussion at the approval visit, the evidence confirms that students meet the SPM and programme outcomes throughout the programme. Documentary evidence identifies the mapping of module and programme learning outcomes against the SPM. The MORA is mapped against the SPM, which are clearly identified in five sections within the MORA and also include Unicef United Kingdom BFI standards. Feedback from the programme team, PLPs and students at the approval visit provide sufficient evidence to assure the breadth and range of practice learning opportunities to enable students to meet the SPM.

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

**MET**  **NOT MET**

R4.4 is met. Following documentary review and discussion at the approval visit, there's robust evidence that students are provided with feedback throughout the programme to support their development. The programme documentation identifies a formative and summative feedback strategy in theoretical assessments that supports student development using a feedback and feed forward process. Expectations of module assessment are shared with all student midwives during module induction. External examiner reports identify that good quality and effective feedback, feed forward and marking processes are in place. Feedback on practice placement is also provided. The MORA is designed to include feedback, including self and peer assessment and formative and summative feedback from practice supervisors, practice assessors and academic assessors. Design of the MORA also includes provision for SUCs to provide feedback on students providing care. Students report positively on the level and quality of feedback provided throughout their programme.

**Evidence provides assurance that the following requirements are met**

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

YES  NO

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

YES  NO

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

YES  NO

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

YES  NO

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

YES  NO

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

YES  NO

### Outcome

**Is the standard met?**

MET  NOT MET

Concerns were raised regarding preparation for SSSA to support and assess student midwives in practice placements. PLPs identify confusion regarding the roles and responsibilities of practice supervisors and practice assessors in assessing student midwives and accessibility to the VLE (Moodle). Uncertainty around the effectiveness of arrangements to support clinical educators to implement SSSA leads to uncertainty regarding students' ability to achieve the proficiencies related to SSSA within the programmes.

Condition two: Provide plans to evidence collaborative working and support for PLPs to implement the SSSA. (SPMP R4.2) (NMC and university condition)

**Date:** 23 March 2021

### Post event review

**Identify how the condition(s) is met:**



Condition two: BCU provided evidence to demonstrate that collaborative working and support for PLPs to implement the SSSA is in place.

Condition two is now met.

Evidence:

- The SSSA: a brief guide for practice staff, undated
- SSSA flowchart for raising concerns, undated
- SSSA guide for midwives, undated
- SSSA guide for students, undated
- BCU Moodle SSSA site screenshots for practice assessors and practice supervisors, undated
- SSSA roles and responsibilities poster, 2019
- SWAY newsletter link, undated
- Timeline of curriculum updating with practice partners (including the MORA), undated
- Poster: SSSA refresher, undated

**Date condition(s) met:** 4 May 2021

**Revised outcome after condition(s) met:**

**MET**  **NOT MET**

**Standard 5: Qualification to be awarded**

**AEIs together with practice learning partners must:**

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

R5.2 notify students during and before completion of the programme that they have [five years](#) to apply to register with the NMC if they wish to rely on this qualification<sup>1</sup>. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

*Standards framework for nursing and midwifery education specifically R2.11, R2.20*

**Findings against the standards and requirements**

**Evidence provides assurance that the following requirements are met:**

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

**YES**  **NO**

R5.2 notify students during and before completion of the programme that they have [five years](#) to apply to register with the NMC if they wish to rely on this qualification<sup>2</sup>. 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

Documentary analysis confirms that students are eligible for the award with registration when the programme is successfully completed. A fall back exit award with NMC registration isn't available.

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: 23 March 2021

**Post event review**

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

**Section four**

**Sources of evidence**

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: Apprenticeship routes aren't included in the programmes.		
List additional documentation:		
<p>Post visit documents to support conditions:            BCU updated module specifications, undated            CoC mapping to MORA, undated            Caseloading client leaflet, 2021            Caseloading consent form, undated            Student midwife caseloading guidance, April 2021            The SSSA: a brief guide for practice staff, undated            SSSA flowchart for raising concerns, undated            SSSA guide for midwives, undated            SSSA guide for students, undated            BCU Moodle SSSA site screenshots for practice assessors and practice supervisors, undated            SSSA roles and responsibilities poster, 2019            SWAY newsletter link, undated            Timeline of curriculum updating with practice partners (including the MORA), undated            Poster: SSSA refresher, undated            Proposals for IPL scenarios: examples of possible IPL sessions at BCU, faculty of health education and life sciences, undated            Lesson plan: active listening principles: violence against women and girls, undated            Lesson plan: incident, undated            Lesson plan: musculoskeletal examination, undated            Poster: IPL experiences available in your trusts, undated            Poster: IPL experiences available at BCU, undated            IPL strategy, midwifery department, faculty of health education and life sciences, undated</p>		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>
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 type="checkbox"/>	<input checked="" 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: 2021 cohort short course year one x two 2019 cohort long course year two x four 2019 cohort short course year two x one 2018 cohort long course year three x six		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: Apprenticeship routes aren't included in the programmes.		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: CQC, Alexander Hospital quality report, 13 February 2020 CQC, Good Hope Hospital quality report, 6 February 2020 CQC, University Hospital Birmingham NHS Foundation Trust inspection report, 13 February 2019 CQC, St Andrews Healthcare Birmingham quality report, 28 August 2018		
If you stated no above, please provide the reason and mitigation: BCU is an established approved education institution and therefore visits to resources weren't required.		
Additional comments: None identified.		



**Mott MacDonald Group Disclaimer**

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

**Issue record**

**Final Report**

Author(s):	Catherine McEvelly Sandra Stephenson	Date:	29 March 2021
Checked by:	Ian Felstead-Watts	Date:	6 April 2021
Submitted by:	Amy Young	Date:	12 May 2021
Approved by:	Leeann Greer	Date:	13 May 2021