

Programme approval report

Section one

Programme provider name:	London South Bank University
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	Barking, Havering and Redbridge University Hospitals NHS Trust Croydon Health Services NHS Trust Frimley Health NHS Foundation Trust Guy's and St. Thomas' NHS Foundation Trust Homerton University Hospital NHS Foundation Trust Barts Health NHS Trust University College London Hospitals NHS Foundation Trust
Programme reviewed:	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"/>
Title of programme(s):	BSc (Hons) Midwifery (three years) Postgraduate Diploma in Midwifery (two years)
Academic levels:	
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 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				
Date of approval visit:	18 June 2021				
Programme start date:	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td> </td></tr> <tr><td>17 January 2022</td></tr> <tr><td>13 September 2021</td></tr> <tr><td> </td></tr> </table>		17 January 2022	13 September 2021	
17 January 2022					
13 September 2021					
QA visitor(s):	Registrant Visitor: Sarah Snow Lay Visitor: Nick Davies				

Section two

Summary of review and findings

London South Bank University (LSBU) is an established approved education institution (AEI). The school of nursing and midwifery (the school) present for approval a three-year undergraduate pre-registration Bachelor of science (BSc) (Hons) midwifery programme and a two-year postgraduate diploma in midwifery, both with professional registration as a midwife. The proposed programmes have been developed to meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for student supervision and assessment (SSSA) (NMC, 2018) and the Standards of proficiency for midwives (SPM) (NMC, 2019).

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

The MORA has been developed by the England and Northern Ireland midwifery practice assessment collaboration (MPAC). The lead midwife for education (LME) contributed to the development of the original pan-London midwifery practice assessment document (MPAD) which subsequently led to development of the MORA. The programme team will use the MORA as a paper document for September 2021 and are currently exploring the transfer of the MORA to an electronic format.

There's evidence of wide engagement and a collaborative approach to the design and development of the programme. Co-production was led by the head of division and LME. This process involved the programme team, practice learning partners (PLPs), service users and carers (SUCs) and current midwifery students. This engagement is recorded within the programme documentation and confirmed at the approval visit by PLPs, SUCs and students.

Documentary evidence and the approval visit confirms effective partnership working between LSBU and key stakeholder groups, including several staff groups from PLP organisations and students. There's evidence of SUC involvement in the development and delivery of the programme.

The SFNME isn't met at programme level as a condition is applied.

The SSSA are met at programme level.

The programme is recommended to the NMC for approval subject to one NMC condition. One NMC recommendation is made.

The visit is undertaken remotely due to the COVID-19 pandemic.

Updated 16 July 2021:

LSBU has provided documentation to meet condition one. The condition is met.

The programmes 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:

Condition one: Provide an implementation plan that evidences sustainable SUC engagement in the ongoing co-production, delivery and evaluation of the programmes, including student recruitment activities. (SFNME R1.12, R2.7; SPMP R2.4)

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:	16 July 2021
Recommendations to enhance the programme delivery:	Recommendation one: The programme team are advised to further strengthen the ongoing support of practice supervisors in providing feedback to students. (SSSA R3.3, R5.1; SPMP R4.2)
Focused areas for future monitoring:	Implementation of the MORA. Ongoing development and implementation of shared learning opportunities with health visiting and social work students.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Additional programme documentation provides evidence the condition is met. A SUC involvement strategy and implementation plan and the programme team’s narrative response detail how sustainable SUC engagement in the ongoing co-production, delivery and evaluation of the programmes, including student recruitment activities, will be achieved. The people’s academy manifesto illustrates LSBU’s commitment to the involvement of SUCs in all aspects of the programmes. A memorandum of understanding between LSBU and the Encore Theatre Company confirms involvement of a resident theatre company at LSBU in order to support learning and teaching activities within the school.

Condition one is now met.

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 checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>

Date condition(s) met:	16 July 2021
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Section three

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

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standard 1: The learning culture: 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</p> <p>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</p>

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

There's evidence that LSBU is committed to robust partnership working with stakeholders in the development, delivery and evaluation of the programme at both strategic and operational levels. Key stakeholders include PLPs, students and SUCs. Documentary evidence and the approval visit demonstrate a commitment to involve stakeholders in the development of the proposed programmes.

Programme documentation and the approval visit confirm effective strategic and operational partnership working between LSBU and PLPs. Representatives from PLPs tell us about the positive working partnership and meaningful involvement they have with LSBU. They feel very well supported by the programme team and value their accessibility, for example prompt response to and resolution of queries.

There's evidence of a collaborative partnership approach between LSBU and PLPs to ensure governance structures are in place for student learning. Senior academic staff confirm that there are sufficient resources to deliver the programme. LSBU and PLPs work in partnership to ensure practice learning environments provide a quality and safe learning experience. Documentary

evidence and PLPs confirm there are operational and strategic meetings to monitor the quality of placement learning. For example, there are regular LSBU/regional PLP meetings to identify placement capacity issues and any issue that impacts on the practice learning environment. This forum also facilitates the sharing of good practice. Documentary evidence, the programme team and PLPs confirm that there are processes in place to raise and escalate student and practice learning concerns. Any placement concerns are escalated to the dean by the LME or head of division, for example adverse Care Quality Commission (CQC) reports.

Clear systems are in place to enable the supervision and assessment of midwifery students, and effective communication systems exist between the programme team and PLPs. Students tell us that they meet monthly with their link lecturer to review their placement learning experience which facilitates prompt resolution of any problems or concerns. There's evidence of a partnership approach to the operationalisation of the SSSA. PLPs confirm that they're prepared for the supervision and assessment of students and can easily access resources provided by the pan-London collaboration. These resources help support the development of their roles as practice assessors and practice supervisors. The roles and responsibilities of practice assessors, practice supervisors and academic assessors are clearly detailed in the MORA.

Documentary evidence confirms that LSBU have robust procedures in place for escalating concerns about safe and effective care in practice learning environments. Students, PLPs, practice assessors, practice supervisors and the programme team confirm that they understand how to raise concerns. Students tell us that they're very well supported in practice learning environments and receive prompt assistance from the programme team when reporting any issues or concerns relating to practice learning. Students tell us that they also receive effective support from professional midwifery advocates (PMAs). The MORA contains action plans to support students in their progression, following any concerns raised in practice. Students confirm that they're supernumerary in practice.

Students, the programme team and PLPs confirm that mechanisms are in place to collate student feedback on learning experiences in practice learning environments. Students tell us that they feel able to feedback their experiences and that they understand how programme evaluation is actioned to enhance the programme. They confirm that their feedback is listened to and subsequent changes to the curriculum are made, for example more emphasis on cultural safety.

There's evidence of SUC involvement in the programme, confirmed at the approval visit by SUC representatives and students. Documentary evidence and the programme team confirm that SUCs are involved in the selection and interview process, however neither of the two SUCs at the approval visit had done so. The programme team tell us that SUCs have previously been sourced and managed by

the university's people's academy, currently being repurposed as a people's academy patient and public involvement group which aims to expand a broader pool of citizens across the school. Where SUCs assist with student recruitment activities, the programme team confirm that they receive equality and diversity training before doing so. There's a payment system in place to recognise their contribution.

Documentary evidence and the approval visit confirm that SUCs contribute to programme development and delivery of curriculum content. SUCs tell us that they feel valued and part of the team. They describe how their contributions to curriculum development are valued equally and that they enjoy a high level of autonomy when delivering teaching sessions. Both SUCs at the approval visit have an established professional link with the school. It's therefore difficult to be fully assured that their contributions to curriculum development and teaching are primarily as SUCs.

SUCs are able to provide feedback to the programme team following selection days and delivery of teaching sessions. Neither of the SUCs at the approval visit are involved with programme evaluation. The programme team confirm that they're planning to include a SUC representative on the membership of formal programme board meetings. The MORA includes opportunities for SUCs to feedback on student achievement in the practice learning environment. Practice supervisors invite women and their families to provide this feedback to support students' ongoing development.

Although there's clear evidence that SUCs are involved in some aspects of the programmes, the approval visit doesn't fully assure us that LSBU consistently works in partnership with SUCs in the co-production, delivery and evaluation of the programmes. The programme team must therefore provide an implementation plan that evidences sustainable SUC engagement in the ongoing co-production, delivery and evaluation of the programmes, including student recruitment activities. (Condition one)

There's evidence of sound inter-professional learning (IPL) in theory and practice settings. Students can access a range of specialist health and social care placements throughout the programme and tell us that this supports their ongoing development. IPL experiences in the practice learning environment are evidenced in the MORA. In addition, students are required to undertake three activities in the practice learning environment that reflect on the perspectives, roles and responsibilities of other professions and agencies, to facilitate an understanding of how team working affects the quality of care.

Students have the opportunity to complete a certificate in enterprise to enhance their communication and team working skills. This facilitates professional development and preparation for employment. Students participate in annual peer-supported clinical skills weeks, facilitated by the programme team and PLPs.

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**

There's evidence of partnership working with SUCs, confirmed at the approval visit by SUC representatives and students. Documentary evidence and the programme team confirm that SUCs are involved in the selection and interview process, however neither of the two SUCs at the approval visit had done so. SUCs contribute to programme development and delivery of curriculum content, however both SUCs at the approval visit have an established professional link with the school. It's therefore difficult to be fully assured that their contributions to curriculum development and teaching are primarily as SUCs. Neither of the SUCs at the approval visit are involved with programme evaluation. The programme team confirm that they're planning to include a SUC representative on the membership of formal programme board meetings.

Although there's clear evidence that SUCs are involved in some aspects of the programmes, the approval visit doesn't fully assure us that LSBU consistently works in partnership with SUCs in the co-production, delivery and evaluation of the programmes.

Condition one: Provide an implementation plan that evidences sustainable SUC engagement in the ongoing co-production, delivery and evaluation of the programmes, including student recruitment activities. (SFNME R1.12, R2.7; SPMP R2.4)

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 one: Additional programme documentation provides evidence that the condition is met. A SUC involvement strategy and implementation plan and the programme team's narrative response detail how sustainable SUC engagement in the ongoing co-production, delivery and evaluation of the programmes, including student recruitment activities, will be achieved. The people's academy manifesto illustrates LSBU's commitment to the involvement of SUCs in all aspects of the programmes. A memorandum of understanding between LSBU and the Encore Theatre Company confirms involvement of a resident theatre company at LSBU in order to support learning and teaching activities within the school.

Condition one is now met.

Evidence:

SUC involvement strategy and implementation plan, September 2021
 Programme team's narrative response to condition one, 15 July 2021
 The people's academy manifesto, undated
 Memorandum of understanding between LSBU and the Encore Theatre Company,
 18 December 2020

Date condition(s) met: 16 July 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 Annexe 1 of this document.

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

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

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

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

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

R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education

YES NO

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

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

YES NO

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

YES NO

R1.5.3 demonstrate values in accordance with the Code

YES NO

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

YES NO

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

YES NO

R1.5.6 can demonstrate proficiency in English language

YES 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. Literacy, numeracy, digital and technological literacy are embedded throughout the midwifery curriculum and clearly mapped against module learning

outcomes and the SPM. Mapping documentation, module outcomes and assessments detail how students gain the required numeracy, literacy and digital technology skills.

The school provides a resource for students that outlines the principles of blended learning and the support systems in place for students to maximise the effectiveness of this approach, including online working. Financial support is provided for students to purchase laptops. In addition to support from the midwifery teaching team, academic assessors, personal tutors and link lecturers, students can access support from the school's information technology (IT) services. Students report a high level of satisfaction with IT support, and tell us that they can easily access learning resources and information when studying off campus or when in practice placement.

The safeMedicate resource is embedded across both programmes and is used to develop numeracy skills, for example drug calculations. There's a numeracy assessment in the final practice module of both 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.

Documentary evidence and the programme team confirms that existing students won't transfer to the proposed programme and that individual plans will be made for any returning students, supervised by the relevant programme director with LME oversight.

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.

Documentary evidence and the approval visit confirms that existing students have transferred to the SSSA. Students tell us that they're effectively prepared and supported for implementation of the SSSA.

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: 18 June 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 not met. There's evidence of SUC involvement in the programme, confirmed at the approval visit by SUC representatives and students. Documentary evidence and the programme team confirm that SUCs are involved in the selection and interview process, however neither of the two SUCs at the approval visit had done so. The programme team tell us that SUCs have previously been sourced and managed by the university's people's academy, currently being repurposed as a people's academy patient and public involvement group, which aims to expand a broader pool of citizens across the school.

Documentary evidence and the approval visit confirm that SUCs contribute to programme development and delivery of curriculum content, including a racial equalities conference. Both SUCs at the approval visit have an established professional link with the school. It's therefore difficult to be fully assured that their contributions to curriculum development and teaching are primarily as SUCs.

Neither of the SUCs at the approval visit are involved with programme evaluation. The programme team confirm that they're planning to include a SUC representative on the membership of formal programme board meetings. Although there's clear evidence that SUCs are involved in some aspects of the programmes, the approval visit doesn't fully assure us that women, partners, families and advocacy groups are involved in the design, development, delivery and evaluation of programmes. The programme team must therefore provide an implementation plan that evidences sustainable SUC engagement in the ongoing co-production, delivery and evaluation of the programmes, including student recruitment activities. (Condition 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 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. Programme documentation and the approval visit confirm that LSBU design and deliver programmes that support students to gain contemporary, relevant and ongoing exposure to midwifery practice. The curriculum reflects the SPM and is organised so that key themes are developed across the duration of the programme.

Documentary evidence and discussion at the approval visit confirms that students have varied practice learning environment experiences in key maternity settings in each year. These include community, antenatal care, intrapartum and postnatal care. Students confirm that they're able to access a range of short placement learning opportunities relevant to midwifery practice, including mental health, fetal medicine and sexual health. Students tell us that they value these learning opportunities as they provide insight into the full spectrum of women's experiences during childbearing. They're subsequently able to apply the knowledge gained to their midwifery practice.

Students and the programme team confirm that IPL and shared learning opportunities exist for students in theory and practice. The programme team tell us that it's their intention to further expand these opportunities by facilitating shared learning with health visiting and social work students. The aim is to facilitate meaningful discussion of mutually significant topics that reflect real world scenarios, for example safeguarding within the context of maternal mental health.

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 evidence and the approval visit confirms that technology-enhanced and simulated learning opportunities are used effectively and proportionately across the programme to support learning and assessment. This includes where clinical circumstances occur infrequently and a proficiency is required.

Students following the three-year programme undertake a practical assessment in year three relating to obstetric and neonatal emergencies. For students following the two-year programme, this assessment occurs in year two. Practice assessors and practice supervisors support the programme team in the teaching of emergency and other practice skills. Midwifery placements facilitators (MPFs) tell us that they facilitate simulated practice sessions in the placement learning environment to support student learning and preparation for practical assessments.

A practice learning guide is available for students that details the progression of simulated learning throughout the programmes. All students attend an annual skills week that enables them to work alongside their peers from other year groups and consolidate their midwifery clinical skills. Engagement with low- and high-fidelity simulations and the use of video feedback supports technology-enhanced learning and enables students to challenge and develop their practice.

R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies
MET **NOT MET**

R2.8 is met. Programme documentation and the LME confirm that there's an equal balance of theory and practice learning across both programmes. The three-year programme has 68 weeks of theory and 67 weeks of practice learning and exceeds the minimum requirement at 2550 theory hours and 2512 practice hours respectively. The two-year programme has 44 weeks theory and 46 weeks practice learning and exceeds the minimum requirement at 1650 theory hours and 1725 practice hours respectively.

There's clear rationale for the programme hours to exceed the minimum requirement. The programme team explain that they adjust overall theory and practice hours where necessary, for example to facilitate changes in module delivery or to accommodate a shortened placement allocation.

Programme documentation evidences a range of teaching and learning strategies, including podcasts, a reflection on group work and a quality improvement project. Students tell us that the range of teaching and learning methods supports development of their practice.

Evidence provides assurance that the following requirements are met

R2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, and comply with Article 40 (1) and satisfy Article 41(1) of Directive 2005/36/EC (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**

The shortened programme meets the requirements of R2.9.3.

<p>R2.9.3 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.</p>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/></p>
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met</p>	
<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>	
<p>There's evidence of SUC involvement in the programme, confirmed at the approval visit by SUC representatives and students. Documentary evidence and the programme team confirm that SUCs are involved in the selection and interview process, however neither of the two SUCs at the approval visit had done so.</p> <p>Documentary evidence and the approval visit confirm that SUCs contribute to programme development and delivery of curriculum content. Both SUCs at the approval visit have an established professional link with the school. It's therefore difficult to be fully assured that their contributions to curriculum development and teaching are primarily as SUCs.</p> <p>Neither of the SUCs at the approval visit are involved with programme evaluation. The programme team confirm that they're planning to include a SUC representative on the membership of formal programme board meetings.</p> <p>Although there's clear evidence that SUCs are involved in some aspects of the programmes, the approval visit doesn't fully assure us that women, partners, families and advocacy groups are involved in the design, development, delivery and evaluation of programmes. The programme team must therefore provide an implementation plan that evidences sustainable SUC engagement in the ongoing co-production, delivery and evaluation of the programmes, including student recruitment activities. (Condition one)</p>	
<p>Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to assessment are met</p>	
<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
Outcome	
<p>Is the standard met?</p>	
<p>MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/></p>	
<p>Although there's clear evidence that SUCs are involved in some aspects of the programmes, the approval visit doesn't fully assure us that women, partners, families and advocacy groups are involved in the design, development, delivery and evaluation of programmes.</p>	

Condition one: Provide an implementation plan that evidences sustainable SUC engagement in the ongoing co-production, delivery and evaluation of the programmes, including student recruitment activities. (SFNME R1.12, R2.7; SPMP R2.4)

Date: 18 June 2021

Post event review

Identify how the condition(s) is met:

Condition one: Additional programme documentation provides evidence that the condition is met. A SUC involvement strategy and implementation plan and the programme team’s narrative response detail how sustainable SUC engagement in the ongoing co-production, delivery and evaluation of the programmes, including student recruitment activities, will be achieved. The people’s academy manifesto illustrates LSBU’s commitment to the involvement of SUCs in all aspects of the programmes. A memorandum of understanding between LSBU and the Encore Theatre Company confirms involvement of a resident theatre company at LSBU in order to support learning and teaching activities within the school.

Condition one is now met.

Evidence:

SUC involvement strategy and implementation plan, September 2021

Programme team’s narrative response to condition one, 15 July 2021

The people’s academy manifesto, undated

Memorandum of understanding between LSBU and the Encore Theatre Company, 18 December 2020

Date condition(s): 16 July 2021

Revised outcome after condition(s) met:

MET **NOT MET**

Standard 3: Practice learning

AEIs together with practice learning partners must:

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

R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families

R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working

R3.4 provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants

- R3.5 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services
- R3.6 provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual
- R3.7 take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities
- R3.8 ensure students experience the range of hours expected of practising midwives, and
- R3.9 ensure students are supernumerary

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. LSBU ensures that there are practice learning opportunities available to students that enable them to develop and meet the SPM. Student achievement of the SPM is documented in the MORA. The MORA context document details the distribution of the SPM achievement across each part of the programme and how student progression is managed. This helps to ensure that progress is incremental; students can recognise their achievements and any development needs can be highlighted and acted upon.

Documentary evidence and the approval visit confirm that practice learning environments expose students to learning experiences across all areas of maternity care. These include neonatal units, theatres, specialist clinics and women's reproductive health. Placement administration is managed by MPFs, the midwifery programme management team and placement administrators. This process helps to identify the most appropriate learning opportunities to meet students' needs on both programmes. PLPs confirm that there's capacity to accommodate all midwifery students, and appropriate learning opportunities are available.

Practice learning environments are subject to educational audit which is completed via the pan-London educational audit process at least every two years. Practice learning environments used by LSBU midwifery students are shared with students

from other universities. The pan-London collaboration therefore ensures a cohesive educational audit.

The audit process ensures practice learning quality and safety and that practice learning environments are appropriate to support midwifery students. MPFs form an integral part of quality monitoring. At the approval visit, they evidence a comprehensive understanding of the process and the need to escalate concerns to the LME promptly. Students, the programme team and PLPs confirm that there are processes in place to address any concerns raised by students in practice.

Students can experience caseloading practice and are supported to provide continuity of midwifery carer to a small number of women each year. The programme team tell us that these opportunities will expand in line with national initiatives such as better births. Students are also able to undertake an elective placement in the final year of their programme. Opportunities include an international experience, placement within a regional specialist centre or with a charitable organisation. Students are required to organise and fund their elective placement with support from the programme team and MPFs.

Programme documentation and the approval visit provides robust evidence that the programme team and PLPs collaborate effectively to ensure that practice learning opportunities allow students to engage with a diverse range of women and their families. Students tell us that they're able to experience a broad range of practice placements that can be structured flexibly to help them fully appreciate the woman's journey and meet the SPM.

R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families

MET **NOT MET**

R3.2 is met. There's evidence that students experience the role and scope of the midwife, enabling them to provide holistic care to women, newborn infants, partners and families. Students tell us that they're supported in the practice learning environment to gain the experiences required for them to meet programme outcomes and the SPM. Programme documentation, the programme team and PLPs confirm that there are sufficient numbers of practice learning experiences to ensure students gain experience in the holistic needs of women and their families when accessing maternity services.

R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working

MET **NOT MET**

R3.3 is met. Programme documentation confirms that students' underpinning knowledge regarding the value of interdisciplinary and multi-professional team working is embedded across the programmes. Students and PLPs tell us that there are placement learning opportunities to facilitate the development of the

skills required for working with a range of other disciplines and agencies. These include a wide range of health and social care professionals and advocacy and support groups, for example those involved in bereavement care.

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. Programme documentation and the approval visit confirm that students are provided with learning opportunities to achieve the proficiencies related to continuity of midwifery carer. Students are supported by their practice supervisor to provide continuity of midwifery carer to a small number of women each year. There are placement learning opportunities to experience high risk caseloading teams. The programme team tell us that opportunities for students to experience continuity of midwifery carer continue to expand in line with national initiatives such as better births.

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. The programme team and PLPs describe the opportunities for students to experience midwifery care for a diverse population across a range of settings, including midwifery led services. Discussion with students provides assurance that their midwifery practice learning needs are met and are of a sound quality. Programme documentation and the approval visit confirm that placement administration is managed by MPFs, the midwifery programme management team and placement administrators. This process facilitates a breadth of learning opportunities. Students are allocated to midwifery specific and specialist placements to enable them to understand the role of the midwife within the broader context of maternal and newborn health.

The MORA requires students to document and reflect upon care experiences and evidence how they respect and demonstrate a professional understanding when providing care. The theoretical elements of the programme address the impact of diversity on health outcomes.

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. LSBU provides learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complications and additional care needs arise. Students are supported by the programme team, practice assessors and practice supervisors to spend time with midwives practising in a variety of specialist care settings. These include fetal medicine, perinatal mental health and safeguarding.

Specialist placement learning is underpinned by relevant theory, for example in the altered maternal health module in year two of the three-year programme and additional care for women with complications module in year two of the two-year programme. These modules enable students to address issues relating to altered physical and psychological health, for example cardiovascular disease in pregnancy and maternal mental health. Social, cultural and spiritual factors are also addressed by specific module content, for example loss and grief.

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. On entry to the programme, students are normally attached to one PLP organisation where they're based for most of their practice learning experience. Students can choose their PLP organisation and this is accommodated as far as possible. Most student practice learning opportunities are within the one organisation, however students may be allocated to practice learning opportunities in other locations to obtain the required breadth of practice learning experience. Students aren't normally allocated a placement that takes longer than one and a half hours to reach from their home/term-time address.

The MORA facilitates a record of the consideration of reasonable adjustments for practice learning. This is completed by students and the programme team as appropriate. Students tell us that they're supported to discuss individual needs with practice assessors and practice supervisors to facilitate any adjustments. Students describe positive experiences of placement allocation, including the flexible approach to making changes if required depending on the student's circumstances.

Occupational health clearance notifications, including risk assessments, are considered when allocating practice learning placements. Any reasonable adjustments that are identified are implemented and involve discussions between the programme team, PLP education teams and students. Students following the two-year programme are trust employees and therefore any subsequent occupational health or reasonable adjustments issue is managed by the PLP in conjunction with the programme team.

Evidence provides assurance that the following requirements are met

R3.8 ensure students experience the range of hours expected of practising midwives	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
R3.9 ensure students are supernumerary	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 18 June 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 <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 4: Supervision and assessment
AEIs together with practice learning partners must:
R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC Standards framework for nursing and midwifery education
R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC Standards for student supervision and assessment
R4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes
R4.4 provide students with feedback throughout the programme to support their development

- R4.5 ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 percent
- R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife
- R4.7 ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives, and
- R4.8 ensure the knowledge and skills for midwives set out in Article 40(3) and the activities of a midwife specified in Article 42 of Directive 2005/36/EC have been met 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. Documentary evidence and the approval visit demonstrate that LSBU and PLPs have robust procedures and policies in place to evidence how support, supervision, learning opportunities and assessment comply with the SFNME.

There are clear policies on raising and escalating concerns and fitness to practise. The programme team and PLPs confirm that there's support for students when raising and escalating concerns in practice. Tripartite meetings provide the opportunity to raise any concerns or issues. Practice learning environment quality assurance processes are evidenced at strategic and operational levels.

Students have access to a range of LSBU student learning resources including online material. Examples include practice learning and caseloading guidelines. Students are supported by link lecturers, MPFs, practice assessors and practice supervisors in the practice learning environment. The school allocates students to personal tutors who provide pastoral support. Academic assessors work in partnership with practice assessors and students to review progress and support development towards achievement of the programme outcomes and the SPM.

Academic staff are suitably qualified to deliver the proposed programmes. The programme team and PLPs confirm there are sufficient practice assessors, practice supervisors and academic assessors to support delivery of learning in practice learning environments. Senior staff from LSBU confirm there are adequate resources available for programme delivery.

Students tell us that they're well supported academically and in the practice learning environment. They confirm that there's effective liaison between the programme team and PLPs. Students confirm that they know how to raise issues and concerns and that they feel confident in doing so. Link lecturers hold fortnightly or monthly meetings with students in practice. Students report that these are useful forums for raising concerns. They feel that they're listened to and their concerns are acted upon.

Students tell us that formative and summative feedback on assignments effectively supports and enables their academic progress. The range of assessments detailed in the programme specifications and module outlines encourage students to develop a wide range of skills relevant to midwifery practice.

Documentary evidence and the approval visit confirm that students are able to achieve the requirements of the programme and the SPM during a variety of practice learning environments. There are practice learning experiences in each year of the programme that are designed to facilitate students caring for a diverse range of women and their families in a variety of settings. All practice learning environments are subject to educational audit.

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. Student achievement and progression in practice is recorded in the MORA. The roles and responsibilities of practice assessors, practice supervisors and academic assessors are clearly specified in the programme documentation and in the MORA.

The preparation of practice assessors, practice supervisors and academic assessors is explicit within the programme documentation. PLPs and the programme team confirm that there are sufficient, appropriately prepared practice assessors, practice supervisors and academic assessors to support delivery of learning in practice learning environments. Students tell us that their experience of practice supervision and assessment is very positive. They value the additional support on offer from PMAs. Several students report that it's sometimes difficult to obtain feedback from practice supervisors, especially if working with a practice supervisor for just one shift. The programme team are therefore advised to further strengthen the ongoing support of practice supervisors in providing feedback to students. (Recommendation one)

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. The programme and module learning outcomes are clearly mapped against the SPM and we're assured that there are sufficiently varied practice learning experiences in each year of the programmes to facilitate students achieving the programme outcomes. Module descriptors detail the SPM domains and the MORA is mapped against the SPM. The MORA provides an ongoing record of students' progress. Students confirm that they feel supported in achieving the SPM and programme outcomes.

The structure of the two-year and three-year programmes are different, however both ensure that students achieve the programme outcomes. For example, the two-year programme doesn't include a dedicated module for systematic examination of the newborn whereas the three-year programme does. For the two-year programme, relevant content is integrated throughout modules. This enables students to develop, review and consolidate learning within the structure of the programme, supported by opportunities for knowledge and skill development in practice evidenced in the MORA.

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

MET **NOT MET**

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

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

PLPs hold weekly forums for students in the practice learning environment. These enable communication of feedback received from SUCs and are an opportunity to update students on practice issues, for example adverse events. Students tell us that these forums are very helpful.

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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to supervision and assessment are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to supervision and assessment are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 18 June 2021	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 5: Qualification to be awarded

AEIs together with practice learning partners must:

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

R5.2 notify students during and before completion of the programme that they have [five years](#) to apply to register with the NMC if they wish to rely on this qualification¹. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

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

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level
YES **NO**

R5.2 notify students during and before completion of the programme that they have [five years](#) to apply to register with the NMC if they wish to rely on this qualification². In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.
YES **NO**

Fall Back Award

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

YES **NO** **N/A**

There are no fall back exit awards that confer NMC 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: 18 June 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):

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: Apprenticeship routes aren't presented for approval.		
List additional documentation: Post visit conditions evidence: SUC involvement strategy and implementation plan, September 2021 Programme team's narrative response to condition one, 15 July 2021 The people's academy manifesto, undated Memorandum of understanding between LSBU and the Encore Theatre Company, 18 December 2020		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input 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: BSc (Hons) midwifery programme: Year three x two Year one x two BSc (Hons) midwifery shortened programme: Year one x two Year two x two		
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 presented for approval.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If 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 report, Basildon and Thurrock University Hospitals NHS Foundation Trust, 10 July 2019 CQC report, Brighton and Sussex University Hospitals NHS Trust, 8 January 2019 CQC report, Kent and Medway NHS and Social Care Partnership Trust, 1 March 2019 CQC report, North East London NHS Foundation Trust, 6 September 2019 CQC report, Queen's Hospital, 11 March 2020 CQC report, St George's University Hospitals NHS Foundation Trust, 18 December 2019 CQC report, South West London and St George's Mental Health NHS Trust, 20 December 2019		
If you stated no above, please provide the reason and mitigation: This is an established AEI and visits to facilities aren't needed.		
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):	Sarah Snow	Date:	23 June 2021
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	Nick Davies		
Checked by:	Ian Felstead-Watts	Date:	24 June 2021
Submitted by:	Amy Young	Date:	23 July 2021
Approved by:	Leeann Greer	Date:	26 July 2021