Programme approval report

Section one

Programme provider name:	Staffordshire University
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Mid Cheshire Hospitals NHS Foundation Trust Shrewsbury and Telford NHS Trust University Hospitals of Derby and Burton NHS Foundation Trust Wye Valley NHS Trust University Hospitals of North Midland NHS Trust The Royal Wolverhampton NHS Trust
Programme reviewed:	Registered Midwife - 18M ☐ Registered Midwife - 24M ☐ Registered Midwife - 36M ☒ Registered Midwife - degree apprentice ☐
Title of programme(s):	Bachelor of Midwifery (Hons)
Academic levels:	
Registered Midwife - 18M	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Midwife - 24M	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Midwife - 36M	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF

	☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Midwife - degree apprentice	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	24 March 2021
Programme start date: Registered Midwife – 18M Registered Midwife – 24 M Registered Midwife – 36 M Registered Midwife – degree apprentice	20 September 2021
QA visitor(s):	Registrant Visitor: Rachael Spencer Lay Visitor: Caroline Thomas

Summary of review and findings

Staffordshire University (SU) is an established approved education institution (AEI). The school of health and social care at SU submitted for approval against the Standards for pre-registration midwifery programmes (SPMP) (Nursing and Midwifery Council (NMC), 2019) and Standards of proficiency for midwives (SPM) (NMC, 2019) a full-time three-year pre-registration Bachelor of Midwifery (Hons). This programme leads to NMC registration as a midwife. The programme is scheduled to commence September 2021.

The taught theoretical element of the programme will be delivered on two SU campus sites: Stafford (Blackheath Lane campus) and Shrewsbury (Royal Shrewsbury Hospital campus). The school of health and social care seeks to ensure parity in student experience on both sites. Academic tutors will teach the programme across the two sites. Systems are in place to monitor equity in the provision across the sites. These include module evaluations and programme committee reviews held twice each year. Practice placements are spread across a wide geographical area, allowing all students to experience the full range of midwifery care provision.

Programme documents provide detail of the curriculum philosophy and structure. The programme design reflects current drivers from national and regional evidence and system regulatory reports. The programme comprises 50 percent theoretical and 50 percent practice learning. Modules are structured to support progression in student learning, with a variety of learning strategies, formative and summative assessments and support mechanisms across theory and practice. Several themes run across the programme's modular structure: maternal and infant safety, Baby Friendly Initiative, spiritual care, leadership and management. There are two modules which enable midwifery students to experience collaborative learning with the professionals they will work alongside in the future.

Documentation and the approval process confirm evidence of effective partnership working between the AEI, practice learning partners (PLPs), students and service users and carers (SUCs) at both operational and strategic levels. There's clear evidence of the involvement of each key stakeholder group and their commitment to the co-production, delivery and continual enhancement of the programme. SUCs, academic staff and students participate in interviewing and selecting future applicants. Educational audits of practice areas are undertaken by SU to determine suitability as practice learning environments for student midwives. Recognition of prior learning isn't available for pre-registration midwifery programmes.

Documentation and the approval process confirm PLPs, SUCs and existing students have contributed to the programme's development. SU has a clear

service user strategy for enabling service user engagement in all aspects of programme development and review. However, SUC participation in the ongoing development, delivery, and review of the new programme could be enhanced further. The school is making progress in recruiting service users and improving service users' involvement in midwifery programme delivery and student selection procedures. Student representatives participate in the school's academic committee to review programmes. Whilst mechanisms are in place to promote the student's voice, there is a need to ensure that students receive feedback on the actions taken to resolve students' issues. This is particularly relevant to any concerns and issues raised in placement areas.

The programme adopts the ongoing midwifery record of achievement (MORA) for the assessment of practice throughout the programme. The MORA document is the product of a collaborative development based on the established pan-London model. This utilised regional stakeholder engagement, including all lead midwives for education (LMEs) in England and Northern Ireland and is supported by Health Education England.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is not met at programme level.

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

The programme is recommended to the NMC for approval subject to three NMC conditions, one joint NMC and university condition and two university conditions. One NMC recommendation is made.

This visit was undertaken via remote means due to COVID-19 restrictions.

Updated 16 May 2021:

Evidence has been provided that the NMC conditions set at the approval visit have been met. The AEI has confirmed that the university conditions have been 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	☐
	Programme is recommended for approval subject to specific conditions being met	☒
	Recommended to refuse approval of the programme	☐

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| Conditions: | **Effective partnership working: collaboration, culture, communication and resources:**

Condition one: Provide evidence of how placement capacity is monitored to ensure midwifery practice learning environments comply with NMC standards. (SFNME R3.1; SPMP R3.1)

Selection, admission and progression:

None identified.

Practice learning:

Condition three: The programme team must provide a robust action plan to provide assurance that practice learning staff and students are adequately prepared for the MORA and grading in practice which will be implemented with the new programme. (SFNME R5.8; SPMP R4.1)

Condition four: The programme team must provide a communication plan to illustrate effective communication between SU and all PLPs demonstrating effective student support strategies. (SFNME R3.1; SPMP R4.1) (NMC and university condition)

Assessment, fitness for practice and award:

Condition five: The team should review the level of reflection in the practice modules and demonstrate more explicitly the progressional lift in the level of the learning outcomes for those modules. (University condition)

Education governance: management and quality assurance:

Condition two: Detail the strategies to ensure students' feedback is listened to and acted upon appropriately by the programme team. (SFNME R4.9; SPMP R2.1)

Condition six: The team should confirm the arrangements for the current level four students, |

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	following the university steer that existing students should complete on their existing programme and not transition to the new one. In the light of this decision, the team should also consider how these students could still benefit from the enhancements being brought about through the new programme (and particularly the focus on newborn and infant physical examinations). (University condition)
Date condition(s) to be met:	14 May 2021
Recommendations to enhance the programme delivery:	Recommendation one: Consider enhancing sustainable SUC engagement in the design, development, delivery and evaluation of the midwifery programme including simulated learning. (SFNME R1.12, R2.7, R5.5; SPMP R1.4, R2.4)
Focused areas for future monitoring:	SUC involvement. SSSA and MORA implementation for all students across all settings.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions: The university has met the conditions set out by the panel at the approval visit. The programme team have provided documentary evidence of how placement capacity is monitored to ensure midwifery practice learning environments comply with NMC standards. Condition one is now met. Documentary evidence shows that the programme team have developed strategies to ensure student feedback is listened to and acted upon appropriately. Condition two is now met. The programme team have provided a comprehensive action plan to ensure that practice learning staff are adequately prepared for the MORA and grading in practice which will be implemented with the new programme. Condition three is now met. Documentary evidence shows that the programme team have devised a communication plan to illustrate effective communication between SU and all PLPs demonstrating effective student support strategies. Condition four is now met.

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The AEI has confirmed that the two university conditions have been met.

The programme is recommended for approval.

AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	16 May 2021

Section three

NMC Programme standards
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)

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 <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

Programme documentation and the approval process provides clear evidence of effective partnership working between SU, the programme team and key stakeholders who are engaged in the co-production, delivery and evaluation of the programme. There's a clear commitment to partnership working at both strategic and operational levels.

There's a SUC strategy in place, regularly monitored, which focuses on enhancing service user engagement in all aspects of programme development, delivery, and review. Maternity service users and advocacy groups have participated in recruitment activities, but we found limited evidence that SUCs are involved in the evaluation of the pre-registration midwifery programme or in the overall management of the programme. Current SUCs and representatives from advocacy groups attending the approval visit tell us they are included in curriculum design and recruitment and selection activities. Some SUCs tell us that while they attended the programme redesign workshop, they're unsure if any of their ideas have been taken forward, or how they will contribute to the new programme. They are eager to share their maternity experiences and contribute to simulated learning. It's recommended that the programme team consider developing a formal plan detailing how sustained SUC involvement in ongoing design, development, delivery and evaluation will take place in the new midwifery programme. (Recommendation one)

Students, SUCs and PLPs are engaged in the design of the new curriculum. Students and PLPs we met at the approval visit confirm where their feedback is incorporated into the new programme. They tell us of their contribution to the development of the programme through curriculum stakeholder events. The MORA includes involvement of SUCs and students in feedback, supervision and assessment processes.

Student recruitment, selection and admissions processes include SUCs. The AEI follows a values-based interview with a member of the programme team together with a current student and a maternity service user or advocacy group representative. Students and SUCs are involved in the decision-making process at selection events. Entry requirements for the programme are clear on the website and in programme documentation.

There's evidence of inter-professional learning (IPL) appropriate to the programme and profession. This is evident in the programme documentation and is confirmed by the students and the programme team at the visit. There are two theory modules which enable midwifery students to experience collaborative learning with the professionals they will work alongside in the future. Opportunities for IPL within the practice learning setting are evidenced within MORA documentation.

Programme documentation evidences the distinct roles of the academic assessor, practice supervisor and practice assessor. Students will receive feedback from their practice supervisors and practice assessors at specific stages identified within the MORA in practice learning environments. Assessment and feedback processes indicate that students' individual learning needs, including reasonable adjustments and support needs, are considered. Students confirm this to be the case and where they have requirements such as childcare and medical needs, these are met. The link lecturer role is undertaken by members of the programme teaching team who link with identified practice placement areas to provide support to students and practice learning staff, provide programme updates and undertake

education audits. Link lecturers provide an essential chain of communication between the university and practice environment. This role is in addition to those required of the SSSA.

There's a LME in post who is registered with the NMC. A range of providers support the delivery of the programme and the programme team works collaboratively with its practice learning partners to address any concerns raised in external system regulator reports. This collaboration ensures that action plans are implemented to assure a safe practice learning environment and the quality of the student learning experience.

Patient and student safety are at the forefront of joint action plans arising from adverse education, clinical governance and risk issues. There are robust policies and procedures in place for raising and escalating concerns relating to service user care and/or safety. A process to raise and escalate any concerns is in place for students, practice supervisors and practice assessors in practice learning environments. Students tell us they receive practice learning opportunities which enable them to experience the full range of maternity care as well as specialist learning experiences. Some PLPs and students at the approval visit identified insufficient appropriately qualified and experienced practice assessors and practice supervisors for the number of midwifery students allocated within practice learning environments. We therefore need evidence of how placement capacity is monitored to ensure midwifery practice learning environments comply with NMC standards. (Condition one)

Current students attending the approval visit speak highly of the programme. The students feel well informed about the new proficiencies relating to systematic examination of the newborn and increased emphasis on prescribing practice to enable early access to prescribing programmes after registration.

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 ☒

Some PLPs and students at the approval visit identified insufficient appropriately qualified and experienced practice assessors and practice supervisors for the number of midwifery students allocated within practice learning environments.

Condition one: Provide evidence of how placement capacity is monitored to ensure midwifery practice learning environments comply with NMC standards. (SFNME R3.1; SPMP R3.1)

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*

Post event review
Identify how the condition(s) is met: Condition one: The programme team have provided documentary evidence of how placement capacity is monitored to ensure midwifery practice learning environments comply with NMC standards. Condition one is now met. SFNME R3.1 is now met. SPMP R3.1 is now met. Evidence: Audit tool, undated Audit process, undated Allocation process, undated Academic link lecturer log, March 2021 Midwifery academic allocation lead, undated Practice evaluation process, undated Practice learning area team, undated Terms of reference collaborative practice learning quality group meeting, undated Terms of reference nursing and midwifery practice learning quality group, undated Agenda nursing and midwifery practice learning quality group meeting, 26 April 2021 Placement capacity monitoring narrative document, undated
Date condition(s) met: 16 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 <u>lead midwife for education</u> 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 heath 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).

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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 <u>lead midwife for education</u> 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 <u>evaluative summary</u> 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. SU makes explicit the entry requirements for literacy and numeracy that candidates must demonstrate as a result of the interview process. Arrangements for student support and students' preparation for developing these entry requirements such as numeracy skills, literacy skills, digital and technological literacy are well established. Numeracy is embedded throughout the midwifery programme in both theory and practice learning, increasing in complexity, and is assessed throughout the programme. Practice modules throughout the three years utilise the e-learning platform safeMedicate to develop and assess competence in numeracy relating to the safe administration of medicines. Students have to demonstrate 100 percent pass prior to completion of the programme.

Literacy, digital and technological literacy are embedded in module delivery and are linked to module assessments. Students are required to access various digital/online learning platforms to support a blended learning approach to programme delivery. A suite of student guides enables students to build their digital ability and engagement with online learning. Students confirm that the support offered is effective in supporting them to develop their abilities in numeracy, literacy, digital and technological literacy.

Evidence provides assurance that the following requirements are met

R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC Guidance of heath 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 <u>evaluative summary</u> 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. The team tell us that current students aren't being transferred to the new programme. Bespoke programmes of study will be developed by the LME and programme lead for those students on suspension of studies who are currently on and are returning to the existing programme.

Proposed transfer of current students to the *Standards for student supervision and assessment (SSSA)* (NMC, 2018).
From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment. The transfer process to the SSSA has been previously completed.

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: 24 March 2021

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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** ☒

R2.1 is not met. There is limited evidence to demonstrate how student feedback is actioned, and how students are informed of actions taken as a result of their evaluations of theory and/or practice learning experiences. The programme team therefore need to detail the strategies to ensure students' feedback is listened to and acted upon appropriately by the programme team. (Condition two)

R2.2 comply with the NMC *Standards for student supervision and assessment*

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

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

MET ☒ **NOT MET** ☐

R2.4 is met. There's evidence that women, partners, families and advocacy groups are involved in the design and development of the midwifery programme. SU has a clear SUC strategy (2017-20) to promote service user engagement in programme development, delivery, and evaluation. Documentary evidence reports a large SUC group with over 34 members. The MORA provides opportunity for SUCs to provide feedback to students about the care they've provided. The LME and programme team liaise with local maternity voices partnerships (MVPs). Documentary evidence confirms the involvement of members of the MVPs, SUCs and advocacy group representatives in curriculum development stakeholder events with the LME and midwifery lecturers. Procedures including adequate remuneration and payment of expenses are in place to ensure that the SUC group

is as inclusive as possible, and use is being made of online platforms to allow involvement of parents with childcare responsibilities.

SUC representatives tell us that they've been involved in observing students' poster assessments but are not involved in simulated learning and role-play for midwifery students. Within the new programme, the programme team plan that service users will co-produce the assessments with module leaders for the level four holistic health and level five altered health modules and practice modules. SU plans to train service users interested in participating in the simulations.

SUC representatives tell us that they've been involved in aspects of programme development but are less sure if their ideas have been taken on board or if there's SUC involvement in programme evaluation. It's recommended that the programme team consider developing a formal plan detailing how sustained SUC involvement in ongoing design, development, delivery and evaluation will take place in the new midwifery programme, including simulated learning. (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

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YES ☐   **NO** ☐   **N/A** ☒

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The programme is delivered in England.

Provide an <u>evaluative summary</u> 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

<div align="right">

MET ☒   **NOT MET** ☐

</div>

R2.6 is met. Programme documentation and the MORA provide evidence that theory and practice learning are designed and delivered to provide relevant and ongoing exposure to midwifery practice within the programme. Year one students work under direct supervision of a registered midwife with increasing indirect supervision as they progress through the programme. The range of practice learning experiences over the three-year programme cover antenatal, postnatal, neonatal, labour ward and community settings. There is an opportunity for all students to undertake an elective placement. The elective practice placement is planned and managed by students in coordination with the School's elective placement lead and their personal tutor.

The indicative midwifery allocation plans are clear regarding what the experiences entail and the variety of settings that students are engaged with throughout the

programme. PLPs tell us that they provide students with a full range of maternity care experiences, and that they're working towards continuity of carer models.

The MORA and programme documentation identify what students are expected to achieve in relation to systematic examination of the newborn in practice. The programme team and PLPs confirm there's appropriately qualified and experienced supervisors and assessors to support students to achieve these expectations.

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. There's evidence that technology-enhanced and simulated learning opportunities are planned to meet the requirements of the programme. Programme documentation indicates that technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment. There are clear references to technological systems that can be accessed by the student; the use of a virtual learning environment, medication assessments and skills simulation. Documentation clearly states that simulation-based learning enhances skills development within midwifery education. Simulated learning opportunities are provided for students to practice and be assessed in the proficiencies that occur infrequently in the practice environment, with examples of simulated breech birth or performing an episiotomy.

SU has a simulation strategy that details plans for investment and development of technology-enhanced and simulation facilities across three sites. There will be a new simulation centre on the Stafford Centre of Excellence site, which is due to open in September 2021. Currently, all areas have high fidelity simulation equipment. The students we met said they would welcome SUC involvement in simulations.

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

MET ☒ **NOT MET** ☐

R2.8 is met. The programme is structured to provide 50 percent theory and 50 percent practice, divided into theory and practice modules. There's no compensation across modules. The blended learning strategy enables a range of teaching and learning strategies, including lectures, workshops, simulation and interactive online activities. Simulation is used as a learning strategy for skills rehearsal for practice.

Evidence provides assurance that the following requirements are met

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

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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** ☐
 	
    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 programme doesn't include a route intended to meet these requirements.
 	
    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 programme doesn't include a route intended to meet these requirements.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to curricula and assessment are met
             YES   ☐   **NO** ☒
 	
There is limited evidence to demonstrate how student feedback is actioned, and how students are informed of actions taken as a result of their evaluations of theory and/or practice learning experiences. (Condition two)
 	
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 ☒

There is limited evidence to demonstrate how student feedback is actioned, and how students are informed of actions taken as a result of their evaluations of theory and/or practice learning experiences.

Condition two: Detail the strategies to ensure students' feedback is listened to and acted upon appropriately by the programme team (SFNME R4.9; SPMP R2.1)

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Date: 24 March 2021	
Post event review	
Identify how the condition(s) is met: Condition two: Documentary evidence shows that the programme team have developed strategies to ensure student feedback is listened to and acted upon appropriately. Condition two is now met. SFNME R4.9 is now met. SPMP R2.1 is now met. Evidence: School academic committee terms of reference and agenda, 31 March 2021 Course committee meeting minutes, 25 March 2020 and 14 October 2020 Practice learning area teams handbook, undated Practice evaluation process, undated Cause for concerns process, undated Tutor annotated module evaluation prenatal care and the midwife, undated Nursing and midwifery practice learning quality group meeting agenda, 26 April 2021	
Date condition(s) met: 16 May 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

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

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

MET ☐   **NOT MET** ☒

R3.1 is not met. SU provides documentary evidence of practice learning opportunities that enable students to develop and meet the SPM. The range of practice learning experiences cover antenatal, postnatal, labour ward and community settings. There are opportunities for students to undertake an elective placement. Student achievement of proficiencies is documented in the MORA and monitored by practice assessors and academic assessors. A context document details the arrangement of proficiencies in each part of each route and monitoring and management of student progression through the programme. The context document makes explicit that practice learning is to be graded. Domains one to five of the SPM are mapped within programme documentation. The skills detailed in domain six are visible and evidenced within the MORA, demonstrating what must be met at the point of registration as a midwife.

PLPs confirm the range of practice learning opportunities that enable students to meet the SPM. Students tell us the practice learning opportunities are preparing them for practice as a qualified midwife.

Some PLPs and students at the approval visit identified insufficient practice assessors and practice supervisors for the number of midwifery students allocated within practice learning environments. SU needs to provide evidence of how placement capacity is monitored to ensure midwifery practice learning environments comply with NMC standards. (Condition one)

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

MET ☒   **NOT MET** ☐

R3.2 is met. There's evidence that shows students will experience the role and scope of the midwife, enabling them to provide holistic care to women, newborn infants, partners and families. The programme specification and the student handbook identify holistic midwifery care as a required learning outcome. Holistic care content is evident in theory and practice modules across all three years of the programme. This includes opportunities for midwifery led care for the woman and their newborn infant and the provision of care for those with complex needs, alongside the inter-professional team. The MORA repeatedly refers to the student demonstrating holistic care of the woman and neonate, across the childbearing continuum. All students will have the opportunity to learn with and from women and babies with complex care needs. This is confirmed by PLPs and students at the visit.

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

MET ☒   NOT MET ☐

R3.3 is met. The programme provides students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working. There are two theory modules which enable midwifery students to experience collaborative learning with the professionals they will work alongside in the future. The MORA provides templates for students to record and reflect on any IPL undertaken with members of the multidisciplinary team and for students to self-evaluate and reflect on their practice learning experiences. IPL opportunities in practice provide students with the opportunity to practice their skills and work with colleagues in a wide range of hospital and community settings.

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. In keeping with national policy guidelines, continuity of midwifery carer is embedded throughout the programme. PLPs are moving to delivering a continuity of carer service for women and families but some are closer to achievement of this. We're assured through the placement allocation model and through discussion with PLPs at our visit that all students will have opportunities to achieve the proficiencies of continuity of midwifery carer.

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 documentation and evidence at the approval visit confirm a range of learning opportunities to experience midwifery care for a diverse population across a range of settings.

The MORA requires students to record and reflect on practice experiences, to demonstrate their adherence to the values and criteria of the Code (NMC, 2018). 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. SU provides 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. The programme's curriculum ensures that topics increase in complexity and reinforce previous learning. The curriculum provides a fundamental knowledge base of midwifery practice in year one. In subsequent years, this knowledge is built upon identifying increasing complexity in caring for women and newborn infants coupled with clinical decision-making and autonomous practice.

The MORA documents students' developing knowledge and understanding when caring for women and newborn infants with additional needs. The MORA interim reviews and holistic assessment require students to be assessed against the professional behaviours required of a registered midwife as documented in the Code (NMC, 2018).

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. There are university and programme processes for adjustments, such as specific learning resources, changes to practice locations, practice hours, assessment activities and study break/suspensions. PLPs confirm that they're willing and able to make reasonable adjustments for students with disabilities or individual learning needs. We listened to examples from students of reasonable adjustments made for students with learning and physical needs. Students confirm receiving effective support from the university's disability services.

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 ☒

Some PLPs and students at the approval visit identified insufficient practice assessors and practice supervisors for the number of midwifery students allocated within practice learning environments. (Condition one)

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 ☒

Some PLPs and students at the approval visit identified insufficient practice assessors and practice supervisors for the number of midwifery students allocated within practice learning environments.

Condition one: Provide evidence of how placement capacity is monitored to ensure midwifery practice learning environments comply with NMC standards. (SFNME R3.1; SPMP R3.1)

Date: 24 March 2021

Post event review

Identify how the condition(s) is met

Condition one: The programme team have provided documentary evidence of how placement capacity is monitored to ensure midwifery practice learning environments comply with NMC standards.

Condition one is now met. SFNME R3.1 is now met. SPMP R3.1 is now met.

Evidence:
Audit tool, undated
Audit process, undated
Allocation process, undated
Academic link lecturer log, March 2021

Midwifery academic allocation lead, undated
Practice evaluation process, undated
Practice learning area team, undated
Terms of reference collaborative practice learning quality group meeting, undated
Terms of reference nursing and midwifery practice learning quality group, undated
Agenda nursing and midwifery practice learning quality group meeting, 26 April 2021
Placement capacity monitoring narrative document, undated

Date condition(s): 16 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 <u>evaluative summary</u> 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*

R4.1 is not met. Staff curricula vitae demonstrate that the new programme will be delivered by suitably qualified educators. The programme team confirm there are sufficient appropriately prepared practice supervisors, practice assessors and academic assessors to support delivery of the practice learning element of the programme. There's a clear partnership infrastructure and associated processes that ensure support, supervision, learning opportunities and assessment in theory and practice settings comply with the SFNME.

Senior faculty staff and the PLPs we met tell us that any issues which arise are monitored through a partnership process and any risks to students' practice learning are collaboratively managed. Evidence from educational audits is also used to determine suitability of practice learning environments.

Documentary evidence shows that students will be able to achieve the SPM through access to a variety of practice learning experiences in PLP organisations.

SU have chosen to grade practice-based learning using the MORA, but the assessment criteria are unclear to practice assessors. Practice supervisors and practice assessors tell us they have received limited preparation for their role in supervising and assessing students' practice learning using the MORA and grading in practice for the new programme. Practice assessors aren't able to describe the assessment process or state the expectations of the student in order to achieve each grade outcome. (Condition three)

Practice staff are very positive about SU and the effective working relationships between them and academic staff. Practice staff tell us they are able to contact the programme teaching team via telephone or email if they have concerns about students, although the first point of contact is usually the clinical practice facilitator. Students confirm that they are prepared appropriately for practice learning environments. However, some students tell us they feel unsupported in practice learning environments by the programme teaching team. The roles and responsibilities of SU staff supporting midwifery students learning in practice learning settings are not clearly understood by the students. (Condition four)

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. Documentary evidence regarding the role and function of the practice supervisor, practice assessor and academic assessor is provided. The roles of practice assessors and practice supervisors are detailed within the MORA. We saw clear plans that show how academic assessors are allocated to groups of student midwives according to their campus base and stage of programme. This will ensure a different academic assessor for each part of the programme. Students confirm they're aware of the SSSA roles and responsibilities.

Communication and engagement between the roles are evident in the documentation and there are robust communication processes in place to ensure joint agreement on the competence of students for each part of the programme. The nominated person in each practice setting is captured in the MORA. The MORA is used to guide and assess the student's practice learning and proficiencies and also captures students' achievement and progression.

There are fitness to practise regulations, processes and policies such as raising concerns, equality and diversity, which students and PLPs indicate they're familiar with.

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

MET ☒ **NOT MET** ☐

R4.3 is met. Programme documentation has been mapped to the SPM in both theory and practice and to the programme outcomes.

The MORA details and records achievement of the proficiencies in the practice learning environment and progression through each part of the programme. Domains one to five are mapped and the skills detailed in domain six are clearly visible and evidenced within the MORA, demonstrating what must be met at the point of registration as a midwife.

The mapping documents provided by the programme team demonstrate where learning and teaching activity contributes to the student's knowledge and understanding of the domains in each programme.

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

MET ☒ **NOT MET** ☐

R4.4 is met. There's a formal commitment in the programme handbook to ensuring that standard university feedback mechanisms are achieved in a timely manner, and that students consistently receive timely and developmental written and verbal feedback on assessments. There are processes in place to provide students with both formative and summative feedback throughout the programme to support their development in theoretical and practice learning. This is confirmed at the visit by students and PLPs.

Practice assessments are recorded in the MORA. Students receive mid-placement and end of placement feedback. Women and their families can provide feedback as part of the MORA. Practice supervisors gain the consent of women and their families completing the forms for their feedback to be included in the practice assessment document. The MORA will enable both the practice supervisor and practice assessor to provide ongoing formative and summative feedback to the

student in the practice setting. Students are encouraged to reflect on their own learning through feedback both by staff and tutors in the university and across placement settings.

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** ☒

SU have chosen to grade practice-based learning using the MORA, but the assessment criteria are unclear to practice assessors. Practice supervisors and practice assessors tell us they have received limited preparation for their role in supervising and assessing students' practice learning using the MORA and grading in practice for the new programme. Practice assessors aren't able to describe the assessment process or state the expectations of the student in order to achieve each grade outcome. (Condition three)

Practice staff are very positive about SU and the effective working relationships between them and academic staff. Practice staff tell us they are able to contact the programme teaching team via telephone or email if they have concerns about students, although the first point of contact is usually the clinical practice facilitator. Students confirm that they are prepared appropriately for practice learning environments. However, some students tell us they feel unsupported in practice learning environments by the programme teaching team. The roles and responsibilities of SU staff supporting midwifery students learning in practice learning settings are not clearly understood by the students. (Condition four)

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** ⊠

Practice assessors aren't able to describe the assessment process or state the expectations of the student in order to achieve each grade outcome.

Condition three: The programme team must provide a robust action plan to provide assurance that practice learning staff and students are adequately prepared for the MORA and grading in practice which will be implemented with the new programme. (SFNME R5.8; SPMP R4.1)

Some students feel unsupported in practice learning environments by the programme teaching team.

Condition four: The programme team must provide a communication plan to illustrate effective communication between SU and all PLPs demonstrating effective student support strategies. (SFNME R3.1; SPMP R4.1)

Date: 24 March 2021

Post event review

Identify how the condition(s) is met:

Condition three: The programme team have provided a comprehensive action plan to ensure that practice learning staff are adequately prepared for the MORA and grading in practice which will be implemented with the new programme.

Condition three is now met. SFNME R5.8 is now met. SPMP R4.1 is now met.

Evidence:
MORA preparation plan, undated

Condition four: Documentary evidence shows that the programme team have devised a communication plan to illustrate effective communication between SU and all PLPs demonstrating effective student support strategies.

Condition four is now met. SFNME R3.1 is now met. SPMP R4.1 is now met.

Evidence:
Communication plan, undated

Date condition(s) met: 16 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[1]. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

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

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

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

YES ☒   NO ☐

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

YES ☒   NO ☐

Fall Back Award

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

YES ☐   NO ☐   N/A ☒

There's no fall back exit award with registration as a midwife.

Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met		
	YES ☒	**NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 24 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		

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	☒	☐
Programme specification(s)	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☐	☒
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for midwives*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration midwifery programmes* (NMC, 2019) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the LME	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	☒	☐
If you stated no above, please provide the reason and mitigation:		

Practice learning environment handbook not specifically submitted but is addressed as part of the MORA documentation and in the practice learning handbook for practice assessors and practice supervisors.
List additional documentation:
Extraordinary review action plan, Staffordshire University and Shrewsbury and Telford Hospital NHS Trust, March 2020
Post visit evidence:
Audit tool, undated
Audit process, undated
Allocation process, undated
Academic link lecturer log, March 2021
Midwifery academic allocation lead, undated
Practice evaluation process, undated
Practice learning area team, undated
Terms of reference collaborative practice learning quality group meeting, undated
Terms of reference nursing and midwifery practice learning quality group, undated
Agenda nursing and midwifery practice learning quality group meeting, 26 April 2021
Placement capacity monitoring narrative document, undated
School academic committee terms of reference and agenda, 31 March 2021
Course committee meeting minutes, 25 March 2020 and 14 October 2020
Practice learning area teams handbook, undated
Practice evaluation process, undated
Cause for concerns process, undated
Tutor annotated module evaluation prenatal care and the midwife, undated
Nursing and midwifery practice learning quality group meeting agenda, 26 April 2021
MORA preparation plan, undated
Communication plan, undated
SU conditions response report, 12 May 2021
University panel chair's approval of conditions confirmation, 12 May 2021
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	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐

Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Bachelor of Midwifery (Hons) First year x five Second year x four Third year x six		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation Apprenticeship route is not 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)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
System Regulator Reports List: Royal Shrewsbury Hospital CQC report, August 2020 Shrewsbury and Telford Hospital NHS Trust CQC report, April 2020		
If you stated no above, please provide the reason and mitigation: Remote visit due to COVID-19 restrictions. SU is an established AEI; no resource check is required.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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Issue record			
Final Report			
Author(s):	Rachael Spencer Caroline Thomas	Date:	29 March 2021
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Submitted by:	Amy Young	Date:	28 May 2021
Approved by:	Leeann Greer	Date:	2 June 2021