

Programme approval report

Section one

Programme provider name:	University of Derby
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	University Hospitals of Derby and Burton NHS Foundation Trust Nottingham University Hospitals NHS Trust Chesterfield Royal Hospital NHS Foundation Trust Sherwood Forest Hospitals NHS Foundation Trust Derbyshire Healthcare 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):	MSc Midwifery BSc (Hons) Midwifery
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:	20-21 April 2021								
Programme start date:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: right;">Registered Midwife – 18M</td> <td>NA</td> </tr> <tr> <td style="text-align: right;">Registered Midwife – 24 M</td> <td>28 February 2022</td> </tr> <tr> <td style="text-align: right;">Registered Midwife – 36 M</td> <td>13 September 2021</td> </tr> <tr> <td style="text-align: right;">Registered Midwife – degree apprentice</td> <td>NA</td> </tr> </table>	Registered Midwife – 18M	NA	Registered Midwife – 24 M	28 February 2022	Registered Midwife – 36 M	13 September 2021	Registered Midwife – degree apprentice	NA
Registered Midwife – 18M	NA								
Registered Midwife – 24 M	28 February 2022								
Registered Midwife – 36 M	13 September 2021								
Registered Midwife – degree apprentice	NA								
QA visitor(s):	Registrant Visitor: Elizabeth Cluett Lay Visitor: Jayne Walters								

Section two

Summary of review and findings

The University of Derby (UoD), college of health, psychology and social care (CHPSC), school of nursing and professional practice is an established Nursing and Midwifery Council (NMC) approved education institution (AEI) for a range of NMC pre- and post-registration programmes. UoD is offering pre-registration midwifery education as new provision. UoD submitted a full-time, three-year level six, BSc (Hons) midwifery programme and a full-time two-year level seven, MSc midwifery programme for adult nurses registered with the NMC, against the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019). The BSc programme is scheduled to commence in September 2021 and the MSc in February 2022.

Documentary evidence indicates the BSc programme has exit awards at certificate (level four), diploma (level five) and BSc (level six). The exit awards do not confer eligibility to register as a midwife with the NMC. The MSc midwifery has no exit awards.

The midwifery programmes are based on international, national and local midwifery policy and practice documents related to expectations of midwives in the coming decades. Programme documentation and the approval visit confirm that the curriculum content and practice learning experiences are designed 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 SPMP.

This visit was conducted by remote means due to COVID-19.

The UoD presentation articulates a strategic plan for ensuring staff and educational resources for the midwifery programme. A lead midwife for education (LME) is in post and leading the programme, but lines of accountability and communication to ensure effective governance of the midwifery programmes are not clear. The UoD must provide an organisational structure and supportive narrative that demonstrates the LME and programme team have clear lines of organisational communication and accountability to enable effective governance of the midwifery programmes.

The BSc route is adopting the three-year midwifery ongoing record of achievement (MORA) which incorporates the assessment of practice. The MORA has been developed by the England and Northern Ireland midwifery practice and education collaboration (MPAC). The UoD are planning to use an electronic version of the MORA which will use PebblePad.

The national MORA supporting guide has been used as the basis for the UoD context guide to the MORA document for the BSc programme. The MORA for the MSc hasn't been provided. The UoD must provide the practice assessment document and the supporting context document for the MSc Midwifery programme.

Programme documentation indicates there has been consultation in the development of the programmes, which has included practice learning partners (PLPs) within the pan-midlands, Yorkshire, north east and east practice learning group (MYNEE PLG).

In line with the England and Northern Ireland collaboration of midwifery education and practice providers and the MYNEE PLG, there is an agreed strategy for the preparation and support of practice supervisors and practice assessors. All the practice partners at the approval visit indicated that they had received education about the SSSA and the MORA, and that there was ongoing education and implementation support planned in the coming weeks. This includes regular visits from academics to practice settings as well as contact points via email and phone. Practice facilitators, practice supervisors and practice assessors report they understood the SSSA requirement.

Documentary evidence confirms that recognition of prior learning is not available for the pre-registration midwifery programmes.

The SFNME is not met at programme level as conditions apply. The SSSA are met at programme level.

The programme is recommended to the NMC for approval subject to two NMC conditions and two joint NMC and university conditions. The university has a further five university conditions and three university recommendations.

Updated 19 May 2021:

Evidence was provided that the changes required to meet the two NMC conditions and two joint NMC and university conditions have been made. UoD confirms that the university conditions are met. All the conditions are now 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 <input type="checkbox"/>
<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition three: The UoD programme team must develop an implementation plan to ensure that programmes are delivered, evaluated and co-produced with service users and other stakeholders. (SFNME R1.12; SPMP R2.4) (NMC and university condition)</p> <p>Condition four: The UoD programme team must develop an implementation plan to provide opportunities throughout the programmes to collaborate and learn with and from other professional groups (SFNME R1.16; SPMP R2.1) (NMC and university condition)</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>Condition one: The UoD programme team must provide the MSc two-year MORA and UoD context document to demonstrate that all proficiencies and skills will be recorded and achieved as set out in the Standards of proficiency for midwives (SPM) (NMC, 2019). (SPMP R4.3, R4.7)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition two: The UoD programme team must provide an organisational structure and supportive narrative that demonstrates the LME and programme team have clear lines of organisational communication and accountability to enable effective governance of the midwifery programmes. (SFNME R2.5; SPMP R2.1)</p>

	<p>Condition five: Review and revise programme and module specifications for appropriate level-ness. (University condition)</p> <p>Condition six: Include the research governance and ethics statement within the documentation. (University condition)</p> <p>Condition seven: Technical amendments:</p> <ol style="list-style-type: none"> 1. Identify any modules shared with other programmes; 2. Review the documentation for typographical errors; 3. Be consistent in the use of language relating to the student in the module descriptions, that is, use the second person pronoun (you or your) rather than the third person (the student); 4. Ensure the documentation clearly shows the admission criteria for the MSc programme; 5. Ensure the documentation clearly shows that exit awards do not carry NMC registration; 6. Remove any reference in the documentation to an apprenticeship route (BSc programme); 7. Include International Confederation of Midwives midwifery education standards and United Nations sustainable development goals in the documentation. Correct any incorrect references to 'NMC (2019) Standards for education and training' – this should be 'Standards for pre-registration midwifery programmes (SPMP)'; 8. Ensure NMC terminology is consistent with that used in the SPMP and SPM in all documentation; 9. Include a flow-diagram in the programme specification to illustrate where students can receive guidance and support and how to escalate concerns; 10. Ensure post-programme opportunities include registration details (see checklist for details); 11. Make any amendments as requested by programme and curriculum management (see the checklist for details). (University condition)
--	--

	<p>Condition eight: Review and revise the language around student support so it expresses how the student can access the support. (University condition)</p> <p>Condition nine: Provide a rationale for not apportioning credit to practice modules in the MSc programme. (University condition)</p>
Date condition(s) to be met:	19 May 2021
Recommendations to enhance the programme delivery:	<p>Recommendation one: Provide clarity in assessment briefs across the documentation. (University recommendation)</p> <p>Recommendation two: Provide a sample of reading lists for all levels of the programmes, and how they will be supported by the library. (University recommendation)</p> <p>Recommendation three: Consider the use of literary and numeracy tests prior to interview. (University recommendation)</p>
Focused areas for future monitoring:	<p>Service user involvement in the programmes, from student recruitment to programme evaluations.</p> <p>Inter-professional learning (IPL) activity within the programmes.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The AEI provided documentary evidence which describes how each condition has been met, with an overall response document mapping to each condition. The university conditions are confirmed as met.

UoD provided the MPAC MORA for the two-year postgraduate programme for registered nurses and a context document covering the use of this MORA in UoD. These documents indicate how UoD and their PLPs will demonstrate that all proficiencies and skills will be recorded and achieved as set out in the SPM.

Condition one is now met.

An organisation diagram with supporting narrative has been presented on the role of the LME at the UoD, and the organisational structure that demonstrates the LME and programme team have clear lines of organisational communication and accountability to enable effective governance of the midwifery programmes with UoD.

Condition two is now met.

A tabulated stakeholder and service user implementation plan shows by module and academic year, for both the BSc (Hons) midwifery and MSc midwifery, how and when service users and other stakeholders contribute to learning activities and assessment. A flow chart details where service users and other stakeholders are involved in evaluation of students and the programme, and how they will contribute to ongoing programme development to ensure co-production.

Condition three is now met.

An IPL implementation plan has been presented which indicates by module and academic year for both the BSc (Hons) Midwifery and MSc Midwifery programmes where IPL will occur within the programmes with students from other UoD healthcare programmes, and the nature of the learning activity. In addition, the LME is liaising with PLPs to ensure student midwives have opportunities to learn alongside students from other professions when in practice.

Condition four 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:	19 May 2021

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p>Standards for pre-registration midwifery programmes (NMC, 2019)</p> <p>The Future midwife: Standards of proficiency for registered midwives (NMC, 2019)</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standards for student supervision and assessment (NMC, 2018)</p> <p>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018)</p> <p>Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020)</p> <p>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:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality:</p> <p>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</p> <p>R2.4 comply with NMC Standards for student supervision and assessment</p> <p>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</p> <p>R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation</p> <p>R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection</p> <p>Standard 3: Student empowerment:</p>

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.

Documentary analysis and meetings with stakeholders at the approval visit confirm there's evidence of effective partnership between the AEI and PLPs at both operational and strategic levels. Senior managers from PLPs agree to support practice learning opportunities and the SSSA.

There's evidence of partnership working between the AEI, students and service users and carers (SUCs). Students, SUCs and PLPs tell us of their contribution to the development of the programme through stakeholder engagement events.

The CHPSC has an established SUC group, known as experts by experience, supported by a college level strategy, a principles document and terms of reference. SUCs tell us that they receive support and training, including equality, diversity and inclusion (EDI) training, and feel valued by the UoD. SUCs tell us that they have been involved in the recruitment and selection of midwifery students.

The MORA evidences the involvement of PLPs, SUCs and students in the feedback, supervision and assessment processes.

There's no evidence to confirm plans for SUC involvement in learning, teaching, assessment or the ongoing evaluation of the programme. The UoD must develop an implementation plan to ensure that programmes are delivered, evaluated and co-produced with service users and other stakeholders. (Condition three)

The MYNEE PLG, which includes representatives of UoD and local PLPs, have developed resources for the preparation and update of those involved in the supervision and assessment of students, which meet the SSSA. These are

adopted by UoD and are used across the region. PLPs tell us that operational arrangements are in place and they have the capacity and resources to support the midwifery cohorts under the SSSA. Documentary evidence and PLPs report that there are processes in place to raise and escalate concerns.

The UoD midwifery team liaise with PLPs locally and at regional level, which includes other AEIs, and includes student capacity planning. The UoD LME liaises with other LMEs in the region. Heads of midwifery from PLPs confirm effective communication with the programme team, and that practice feedback informed the planned programmes.

Nursing students tell us that they complete module evaluations to provide feedback on theory and placement experiences. Discussions at the visit confirm that processes are in place for the AEI and PLPs to consider and respond to this feedback, and provide students with updates about actions taken.

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 no evidence to confirm plans for SUC involvement in learning, teaching assessment or the ongoing evaluation of the programme. The UoD must develop an implementation plan to ensure that programmes are delivered, evaluated and co-produced with service users and other stakeholders.

Condition three: The UoD programme team are to develop an implementation plan to ensure that programmes are delivered, evaluated and co-produced with service users and other stakeholders. (SFNME R1.12; 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 three: The AEI provided two documents; an overall response and a stakeholder and service user implementation plan. This details, for both the BSc and MSc midwifery programmes, that service users, PLPs and students will contribute to teaching and assessment activity in all years of the programmes, across multiple theory and practice modules. A flow diagram and supporting text indicates the plan for service users and stakeholders to be involved in programme evaluation and future development (co-production).

Condition three is now met.

Evidence:

Stakeholder and service user implementation plan, undated
Response to outcome report BSc MSc evidence, undated

Date condition(s) met: 19 May 2021

Revised outcome after condition(s) met:

MET

NOT MET

Student journey through the programme

Standard 1: Selection, admission and progression

AEIs must:

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

AEIs together with practice learning partners must:

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

- R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse determinations made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully
- R1.9 ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and
- R1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult) and the programme complies with Article 40(1)(b) of Directive 2005/36/EC outlined in 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. Documentary evidence and meetings at the visit confirm that students are supported to develop their numeracy, literacy, and digital and technological literacy throughout the programme. Students have access to a range of digital

resources including Blackboard, Panopto and safeMedicate which are used for formative and summative assessment in each year of the programme. Library and other student services are in place to support students with digital literacy and academic skills including literacy and numeracy. Students tell us that there is help with literacy, numeracy, digital literacy or the use of technology within the university, if requested. PLPs and students are supported to use the PebblePad platform, and plans are in place for support to use the MORA on this platform.

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.

There are no current midwifery students, so no transfer arrangements are required.

Proposed transfer of current students to the <i>Standards for student supervision and assessment (SSSA) (NMC, 2018)</i>.	
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.	
There are no current midwifery students, so no transfer arrangements are required.	
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression 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: 21 April 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 2: Curriculum
AEIs together with practice learning partners must:
R2.1 ensure programmes comply with the <i>NMC Standards framework for nursing and midwifery education</i>
R2.2 comply with the <i>NMC Standards for student supervision and assessment</i>
R2.3 ensure that programme learning outcomes reflect the <i>NMC Standards of proficiency for midwives</i>
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. The UoD presentation articulates a strategic plan for ensuring staff and educational resources for the midwifery programme. A LME is in post and leading the programme, but lines of accountability and communication to ensure effective governance of the midwifery programmes are not clear. The UoD must provide an organisational structure and supportive narrative that demonstrates the LME and programme team have clear lines of organisational communication and accountability to enable effective governance of the midwifery programmes. (Condition two)

There is IPL within practice. The programme documentation states that IPL will take place with students on other healthcare programmes in taught and simulated sessions in the theoretical part of the programme. We find no information to confirm what IPL will take place or when this occurs. There's no evidence to confirm which other professional groups will be involved in the IPL. The students can't provide examples of IPL activity within the UoD taught programme. The UoD must develop a plan to ensure students have learning opportunities throughout the

programmes to collaborate and learn with and from other professional groups.
(Condition four)

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. The CHPSC has an established SUC group, known as experts by experience, supported by a college level strategy, a principles document and terms of reference. SUCs tell us that they receive support and training, including EDI training, and feel valued by the UoD. SUCs tell us that they have been involved in the recruitment and selection of midwifery students.

There's no evidence to confirm how women, partners, families and advocacy groups will be involved in learning, teaching, assessment or the ongoing evaluation of the programme. (Condition three)

The MORA provides documentary evidence of how service users will provide feedback on their experience of students in practice.

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

This programme is delivered in England.

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

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

MET NOT MET

R2.6 is met. Programme documentation and information provided at the visit confirm that theory and practice learning are designed and delivered to ensure students have appropriate exposure to midwifery practice. Students are allocated to a single trust for the duration of their programme but will also have one external placement. The range of practice learning experiences include neonatal care, antenatal, postnatal, labour ward and community settings, as well as short experiences of medical and surgical locations. The UoD placement team indicates how student practice experience is monitored through a colour coding system to enable ongoing assurance to students, as well as PLPs and the UoD, that students gain all the required practice experiences. One student reports that she alerted UoD of a concern about practice experience opportunities and her concerns were investigated and modifications made.

There are commitment statements confirming the intention of UoD to work with their PLPs. Midwifery representative from the three PLPs at the visit all reported effective planning of student midwifery practice experiences.

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 analysis and discussions at the visit confirm that technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning in academic and placement settings. Simulation is planned into modules across all years of both programmes, for skills development and rehearsal, and for assessment. There's evidence that both high and low fidelity simulated learning is an integral part of the programme. The safeMedicate online package is used to support students' medicines management learning.

Students tell us they can access support in relation to digital and technological resources.

PLPs confirm that resources are available to support simulated learning in practice. PLPs also confirm that student midwives are encouraged to participate in simulation activities within practice alongside the inter-professional team, to enhance learning and in particular ensure proficiency in clinical skills that might be infrequently used in practice, such as emergency scenarios.

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

MET **NOT MET**

R2.8 is met. The programme documents confirm that the programme provides an equal balance of 50 percent theory and 50 percent practice learning. The

educational pedagogy is based on a spiral curriculum and is modular. A range of learning and teaching strategies are employed throughout the programme including taught sessions, as well as self-directed and online learning. Resources are available to support simulation and technology enhanced learning in both theory and practice learning environments. Student learning is supported by UoD's virtual learning environment, including Blackboard.

The programme team, PLPs and students confirm that reflection is encouraged in theory and practice activity, both concurrently and retrospectively to aid learning.

Evidence provides assurance that the following requirements are met

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

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

YES NO N/A

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

YES NO N/A

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

YES NO N/A

An 18-month route is not presented for approval.

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

YES NO

A LME is in post and leading the programme, but lines of accountability and communication to ensure effective governance of the midwifery programmes are not clear. The UoD must provide an organisational structure and supportive narrative that demonstrates the LME and programme team have clear lines of

organisational communication and accountability to enable effective governance of the midwifery programmes. (Condition two)

There's an established SUC group and a college SUC strategy. There's no evidence to confirm that SUCs will be involved in learning, teaching, assessment or evaluation of the midwifery programmes. The UoD must develop a plan to ensure programmes are delivered, evaluated and co-produced with service users and other stakeholders. (Condition three)

There's no evidence to confirm which other professional groups will be involved in the IPL. The students can't provide examples of IPL activity within the UoD taught programme. The UoD must develop a plan to ensure students have learning opportunities throughout the programmes to collaborate and learn with and from other professional groups. (Condition four)

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**

Lines of accountability and communication between the LME and the UoD senior leadership, to ensure effective governance of the midwifery programmes, are not clear.

Condition two: The UoD programme team must provide an organisational structure and supportive narrative that demonstrates the LME and programme team have clear lines of organisational communication and accountability to enable effective governance of the midwifery programmes (SFNME R2.5; SPMP R2.1)

There's no evidence to confirm SUC involvement in learning, teaching, assessment or the ongoing evaluation of the programme.

Condition three: The UoD programme team must develop an implementation plan to ensure that programmes are delivered, evaluated and co-produced with service users and other stakeholders. (SFNME R1.12; SPMP R2.4) (NMC and university condition)

There's no information to confirm what IPL will take place or when this occurs, or which professional groups will be involved in the IPL.

Condition four: The UoD programme team must develop an implementation plan to provide opportunities throughout the programmes to collaborate and learn with and from other professional groups (SFNME R1.16; SPMP R2.1) (NMC and university condition)

Date: 21 April 2021

Post event review

Identify how the condition(s) is met:

Condition two: The AEI provided four documents; an overall response, the role of the LME at the UoD, stakeholder and service user implementation plan and an IPL implementation plan. The LME document describes LME activity across the UoD and PLPs, and includes a diagram indicating the organisational structure that demonstrates the LME and programme team have clear lines of organisational communication and accountability to enable effective governance of the midwifery programmes.

Condition two is now met.

Evidence:

The role of the LME at UoD, undated

Stakeholder and service user implementation plan, undated

IPL implementation plan, undated

Response to outcome report BSc MSc evidence, undated

Condition three: The stakeholder and service user implementation plan details, for both the BSc and MSc midwifery programmes, that service users, PLPs and students will contribute to teaching and assessment activity in all years of the programmes, across multiple theory and practice modules. A flow diagram and supporting text indicates the plan for service users and stakeholders to be involved in programme evaluation and future development (co-production).

Condition three is now met.

Evidence:

Stakeholder and service user implementation plan, undated

Response to outcome report BSc MSc evidence, undated

Condition four: The IPL implementation plan is a tabulated description of when students, on both the BSc and MSc midwifery programmes, will learn with and from other healthcare professionals and students on other healthcare programmes provided by UoD. Examples of IPL sessions are provided across all years of both programmes. The document indicates how the LME is working with wider healthcare organisations to provide opportunities of IPL learning activities for student midwives.

Condition four is now met.

Evidence:

The role of the LME at UoD, undated

Stakeholder and service user implementation plan, undated
IPL implementation plan, undated
Response to outcome report BSc MSc evidence, undated

Date condition(s): 19 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
- R3.7 take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities
- R3.8 ensure students experience the range of hours expected of practising midwives, and
- R3.9 ensure students are supernumerary

Findings against the standard and requirements

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

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

MET NOT MET

R3.1 is met. Documentary evidence, including a placement schedule, and discussions at the visit confirm that practice learning opportunities enable students to develop and meet the SPM. Students are allocated to a single PLP for the duration of the programme but will have one external placement. Meetings with PLPs confirm that the range of placements include antenatal, postnatal, labour ward and community settings, as well as neonatal unit and medical surgical experiences.

Practice supervisors, practice assessors and academic assessors are already established and working to the SSSA. PLPs confirm that resources are available to support the preparation and update of practice supervisors and practice assessors, including plans for ongoing updates specific to the UoD programmes. Educational audits are completed and shared with other AEIs in the region.

Placement allocation is undertaken in partnership by the AEI and PLPs. PLPs tell us that they have sufficient capacity to support UoD midwifery students.

The programme is adopting an electronic version of the MORA to record students' progress and achievement of proficiencies.

Student feedback from practice placements is shared with PLPs and acted upon if any areas of improvement are identified. Students are informed about actions taken.

Students tell us that they are supernumerary in practice. Students and PLPs confirm that they know how to raise and escalate concerns.

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

MET **NOT MET**

R3.2 is met. Documentary evidence for the practice placement learning circuit, and confirmation from the programme team and PLPs, provide assurance that holistic care is central to the ethos of the programmes' curricula. This includes continuity of carer. The programme team and PLPs confirm there's sufficient numbers of practice learning experiences to support students to gain experience in meeting the holistic needs of people of all ages. Placement learning and achievement are recorded and assessed within the MORA.

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. Documentary analysis and discussions at the visit confirm that students will have appropriate practice learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team

working. Placement learning and achievement are recorded and assessed within the MORA.

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. Documentary evidence and feedback from PLPs during the visit indicate that there is strong collaboration and coordination between AEIs and PLPs around utilisation of the midwifery placement circuit, including providing students with opportunities for midwifery led care. The three PLPs at the visit all indicate they are working towards the national target of 'better births', including a variety of strategies for continuity of carer. Students will be involved in caseloading holding and gain experience in continuity of carer teams. Placement learning and achievement are recorded and assessed within the MORA.

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. Documentary evidence and discussions at the visit confirm that students will undertake placements with one PLP for the duration of the programme. Practice learning gives students the opportunity to experience continuity of carer, women from a diverse range of backgrounds and women and newborns when complications and additional care needs arise. PLPs confirm working with the UoD midwifery team to support students achieve competencies of newborn examination.

The programme team expect that normally students will be offered one placement outside the base PLP. We find the placements are appropriate to enable students to experience midwifery care for diverse populations across a range of settings, from midwifery led setting to obstetric led maternity 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 factors

MET **NOT MET**

R3.6 is met. Documentary analysis and discussions with the midwifery leaders from the PLPs at the visit confirm that students will have appropriate learning opportunities in theory and practice settings to enable them to meet this standard. There are taught modules in both programmes that cover the knowledge and evidence base of provision of care to women with complex needs, and the assessment of this knowledge.

Achievement in practice is recorded and assessed within the MORA and monitored by the practice assessor and academic assessor.

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. The UoD has a university strategy for supporting students with learning needs, and guidelines for practice adjustments and support. Programme documentation and PLPs articulate the process and how they work in partnership with the UoD placement team and academics to agree adjustments to facilitate student learning when needed. The process includes the LME and senior midwifery staff within the PLPs for midwifery students. Meetings with the students provide assurance that effective processes are in place to ensure students' individual needs and personal circumstances are given consideration in the allocation of placements.

Documentary evidence and discussions at the visit confirm that effective processes are in place to take account of student needs when allocating placements. This includes allocating students to their closest trust where possible. Processes are in place to enable the AEI and PLPs to share information about individual student adjustments when appropriate.

Students tell us that they receive support, and reasonable adjustments are made when needed. There's a UoD strategy for student wellbeing that includes supporting students with learning needs. The student handbooks detail the range of support services available to students.

Evidence provides assurance that the following requirements are met

R3.8 ensure students experience the range of hours expected of practising midwives

YES **NO**

R3.9 ensure students are supernumerary

YES **NO**

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

YES **NO**

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

YES **NO**

Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 21 April 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 discussions at the visit confirm that current and planned staffing resources are adequate to deliver the programme. The UoD has appointed a LME who is a professional midwifery advocate and is responsible for ensuring professional midwifery support is available if required.

There's effective partnership working with PLPs. PLPs and 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. Trust education teams and learning environment managers (LEMs) provide additional support for learning and assessment in practice. Students and PLPs confirm the process to raise and escalate any concerns in practice. Discussions at the visit confirm that students formally evaluate their placement learning experiences, and there are mechanisms in place to provide this feedback to PLPs and inform students about any changes made to the practice learning environment. Educational audits are shared with other AEIs in the region.

There is established collaboration between local AEIs and PLPs through the regional collaboration of MYNEE PLG. The group discusses all aspects of the curriculum, including strategic issues, education monitoring, practice learning placements including capacity, clinical and educational audits, student evaluation data and to how to progress practice issues through partnership working. Quality monitoring reports such as Care Quality Commission (CQC) reports are considered, and any impact on student learning would be mitigated against and followed up through a collaborative action plan.

Educational governance processes include programme management boards and practice partners meetings, as well as regional meetings. These groups oversee quality activities such as programme quality, clinical audits and evaluation activity. Student midwives in the first cohort will be placed between three of the five PLPs, and those three PLPs attended the visit and confirm their contribution to these meetings. The PLPs report good formal and informal working with CHPSC.

There are fitness to practise regulations and processes, and policies such as raising concerns, and equality and diversity, that appropriately include or refer to the LME.

The level of supervision of students required in practice at various stages of the programme is detailed in the MORA. Information on support in, and for, practice is detailed in the student handbook, the MORA and the guide to the MORA.

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 and discussions at the visit confirm that academic and practice support, supervision, learning opportunities and assessment available to students throughout the programme meet the requirements of the SSSA. Shared resources and updates are already implemented to support the existing practice assessors and practice supervisors. Trust education teams and LEMs provide additional support for learning and assessment in practice.

Documentary analysis provides assurance that the programmes are designed to support practice learning and the development and achievement of the programme outcomes and SPM. There are practice learning experiences in each year of the programmes which are designed to facilitate students meeting a diverse range of people in a variety of practice and community settings.

The MORA is used to guide, assess and document the student's practice learning and achievement of the SPM proficiencies.

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 not met. The programme documentation has been clearly mapped to the programme outcomes and the SPM for both BSc and MSc programmes for theory and practice modules.

The BSc (Hons) midwifery programme is adopting the national MORA, which is mapped to the six domains of the SPM. The MORA is used to guide, assess and document the student's practice learning and achievement of the SPM proficiencies, and details progression through each part of the programme. The MORA and the context document indicating how the MORA is used for the UoD MSc midwifery programme has not been provided. (Condition one)

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

MET **NOT MET**

R4.4 is met. There is a good mix of academic assessments that are appropriate for the development of midwives, including written assignments, presentations and objective structured clinical examinations. There are formative and summative

numeracy assessments in each year of the programme. We find there are processes in place to provide students with feedback throughout the programme in the academic and placement settings. Students will complete formative assessment to prepare them for summative assessment.

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. A template is available for women and their families to provide feedback within the MORA. The student's practice supervisor or practice assessor approaches SUCs to obtain feedback and this is recorded in the practice assessment document. Practice supervisors, practice assessors and students we met at the visit confirm that this process is already in place and works well.

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

R4.7 is not met. The assessment of the SPM for domain six is recorded in the MORA. The MORA for the MSc, and its associated context document and guide, have not been provided. (Condition one)

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

YES NO

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

YES NO

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

YES NO

Outcome

Is the standard met? MET NOT MET

There is no UoD MORA and associated context document for the MSc two-year programme to demonstrate that all proficiencies and skills will be recorded and achieved as set out in the SPM.

Condition one: The UoD programme team must provide the MSc two-year MORA and UoD context document to demonstrate that all proficiencies and skills will be recorded and achieved as set out in the SPM. (SPMP R4.3, R4.7)

Date: 21 April 2021

Post event review

Identify how the condition(s) is met:

Condition one: UoD provided the MPAC MORA for the two-year MSc programme for registered nurses and a context document covering the use of this MORA in UoD. These documents indicate how UoD and their PLPs will demonstrate that all proficiencies and skills will be recorded and achieved as set out in the SPM.

Condition one is now met.

Evidence:

MORA two-year postgraduate for nurses, undated

MORA contextual document UoD final MSc, undated

Response to outcome report BSc MSc evidence, undated

Date condition(s) met: 19 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 qualification¹. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

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

Findings against the standards and requirements	
Evidence provides assurance that the following requirements are met:	
R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
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 <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
There are no exit awards that confer NMC registration.	
Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded 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: 21 April 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ongoing record of achievement (ORA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environment handbook	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education (NMC, 2018) (Gateway 1)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment (NMC, 2018) apply to the programme(s) (Gateway 2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the Standards for pre-registration midwifery programmes (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 type="checkbox"/>	<input checked="" type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	<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"/>
<p>If you stated no above, please provide the reason and mitigation: MSc MORA and practice assessment document not provided; subject to condition one. There is no practice learning environment handbook for students, as practice information is available to students in the programme handbook and via UoD and PLP online resources. The student university handbook is subsumed within the programme handbook. There is no separate academic assessor information as this is within the UoD SSSA model that covers all practice and academic roles supporting practice. There are UoD guidelines for the appointment of external examiners which includes professional qualifications. A midwifery external examiner appointment is in progress ready for the academic year 2021/22. An apprenticeship route is not presented for approval.</p>		
<p>List additional documentation: Post approval evidence to meet conditions: MORA two-year postgrad for nurses, NMC approved, undated MORA contextual document UoD final MSc, undated The role of the LME at UoD, undated Stakeholder and service user implementation plan, undated IPL implementation plan, undated Response to outcome report BSc MSc evidence, undated</p>		
<p>Additional comments: None identified.</p>		

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:		

<p>A total across day one and two: Four BSc (hons) nursing (adult) students; one x year one, two x year two and one x year three. Three BSc (hons) nursing (child) students, year two.</p>		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If you stated no above, please provide the reason and mitigation: An apprenticeship route is not presented for approval.</p>		
<p>Additional comments: None identified.</p>		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, state where visited/findings:</p> <p>Visits took place remotely through presentations and link to virtual tours. Virtual tours/presentations were provided of maternity services for; Chesterfield Royal Hospital NHS Foundation Trust University hospital of Derby and Burton NHS Foundation Trust</p> <p>The presentation and discussions with PLP staff, at strategic and operational levels, confirm good working relationships with UoD staff. PLPs also confirm adequate midwifery experiences and staff resources across a range of learning environments to enable UoD midwifery students to achieve the SPMP, SPM and programme outcomes.</p> <p>A presentation with links to associated online resources and for the UoD and CHPNSC facilities. This confirmed adequate UoD staff and resources to support student midwives through the academic and practice aspects of the programmes. This included face to face teaching resources including midwifery skills and simulation, library and online resources. UoD have university wide student wellbeing services, in addition to personal tutor support, for personal and professional concerns.</p>		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>

System regulator reports list: Chesterfield Royal Hospital NHS Foundation Trust CQC report, 29 May 2020
If you stated no above, please provide the reason and mitigation:
Additional comments: None identified.

Mott MacDonald Group Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

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):	Elizabeth Cluett Jayne Walter	Date:	27 April 2021
Checked by:	Pamela Page	Date:	5 May 2021
Submitted by:	Amy Young	Date:	23 June 2021
Approved by:	Emiko Hughes	Date:	24 June 2021