

Programme approval report

Section one

Programme provider name:	University of Huddersfield
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	Calderdale and Huddersfield NHS Foundation Trust The Mid Yorkshire Hospitals NHS Trust
Programme reviewed:	Registered Midwife - 18M <input type="checkbox"/> Registered Midwife - 24M <input type="checkbox"/> Registered Midwife - 36M <input checked="" type="checkbox"/> Registered Midwife - degree apprentice <input checked="" type="checkbox"/>
Title of programme(s):	BSc Hons Midwifery Studies BSc Hons Midwifery Studies (Degree Apprenticeship)
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 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 checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7

	<p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>								
Date of approval visit:	14 April 2021								
Programme start date:	<table border="1"> <tr> <td>Registered Midwife – 18M</td> <td></td> </tr> <tr> <td>Registered Midwife – 24 M</td> <td></td> </tr> <tr> <td>Registered Midwife – 36 M</td> <td>20 September 2021</td> </tr> <tr> <td>Registered Midwife – degree apprentice</td> <td>28 February 2022</td> </tr> </table>	Registered Midwife – 18M		Registered Midwife – 24 M		Registered Midwife – 36 M	20 September 2021	Registered Midwife – degree apprentice	28 February 2022
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QA visitor(s):	<p>Registrant Visitor: Sarah Snow Lay Visitor: Kuldeep Singh</p>								

Section two

Summary of review and findings

The University of Huddersfield (UoH), school of human and health sciences (the school) present for approval a direct entry undergraduate pre-registration Bachelor of science (BSc) (Hons) midwifery programme, with professional registration as a midwife. In partnership with employer partners (EPs), the UoH is also proposing for approval a BSc (Hons) integrated midwifery degree apprenticeship (MDA) route. The proposed routes are full-time and will run concurrently. There are two exit awards that don't lead to Nursing and Midwifery Council (NMC) registration as a midwife. Completion of the MDA and eligibility for NMC registration are subject to successful completion of an end point assessment (EPA). The proposed programme has been developed to meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for student supervision and assessment (SSSA) (NMC, 2018) and the Standards of proficiency for midwives (SPM) (NMC, 2019).

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

The MORA has been developed by the England and Northern Ireland midwifery practice and education collaboration (MPAC). The lead midwife for education (LME) contributed to the MPAC and the development of the MORA. The MORA will be used as an electronic document (eMORA), supported by the PebblePad platform. At the approval visit, we're assured that there's a clear strategy for the implementation of the eMORA, that students and PLPs welcome its introduction and will have access to a contextual document to support its use.

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

Documentary evidence and the approval visit confirm effective partnership working between the UoH and stakeholder groups, including several staff groups from EP and PLP organisations, SUCs and students. UoH, in partnership with PLPs and EPs, confirm that any issues that arise from Care Quality Commission (CQC)

inspection reviews which impact on practice learning environments are managed through a systematic partnership process.

Senior EP staff representatives have confirmed written partnership agreements with the UoH to deliver the midwifery MDA route, and documentary evidence confirms this. Calderdale and Huddersfield NHS Foundation Trust and The Mid Yorkshire Hospitals NHS Trust attended the approval visit and confirmed support for the MDA.

The SFNME isn't met at programme level. The SSSA isn't met at programme level.

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

The programme is recommended to the NMC for approval subject to two NMC conditions and two university conditions. Four university recommendations are made.

Updated 24 May 2021:

UoH has provided documentation to meet the NMC conditions. UoH confirm 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

Conditions:

- Effective partnership working: collaboration, culture, communication and resources:**
None identified.
- Selection, admission and progression:**
None identified.
- Practice learning:**
Condition one: Provide programme documentation that clearly details how students access learning opportunities that enable them to achieve the

	<p>proficiencies related to continuity of midwifery carer practice. (SFNME R2.3; SPMP R3.4)</p> <p>Condition two: Provide a plan that clearly details how practice assessors and practice supervisors receive ongoing support to fulfil their roles. (SSSA R5.1, R6.8; SPMP R4.2)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition three: To review the documentation, programme specification document and module specification documents in line with discussions to ensure all typographical, grammatical and formatting errors are corrected. (University condition)</p> <p>Condition four: To meet the two conditions outlined by the NMC. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>21 May 2021</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider including tables and/or diagrams to strengthen the documentation (particularly section 11, educational aims of the programme, the four themes and the six domains) in line with discussions, to enhance the articulation of the curriculum intent. (University recommendation)</p> <p>Recommendation two: Ensure the documentation (particularly the programme handbook) recognises and articulates the different language required for the apprenticeship course and ensure employer responsibilities are clear throughout and clarify how off the job learning is calculated and monitored in line with Education and Skills Funding Agency rules. The school may wish to develop templates for both apprentice programme handbook and employer handbook. (University recommendation)</p> <p>Recommendation three: Ensure the links the team have established with the SUCs are explicit in the</p>

	<p>documentation at all stages through the programme. (University recommendation)</p> <p>Recommendation four: As part of the proactive commitment to inclusion, consider monitoring the progress of students by student characteristic to support ongoing action planning. (University recommendation)</p>
Focused areas for future monitoring:	<p>Expanding teaching and learning opportunities to align inter-professional learning (IPL) in practice to theory activity.</p> <p>Monitoring implementation of the eMORA.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Additional and updated programme documentation provides evidence that the conditions are met.

Revised programme documentation and mapping evidences how students access continuity of midwifery carer learning experiences. Condition one is met.

A revised guide in the MORA and a support plan for practice supervisors and practice assessors details the requirements for the support, supervision and assessment of students in the practice learning environment. Condition two is met.

The chair of the panel has signed the programme approval to confirm the university conditions have been met. Conditions three and four are met.

The programme is recommended for approval.

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:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>

Date condition(s) met:

21 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>

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

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

Programme documentation and the approval visit confirm effective strategic and operational partnership working between the UoH, EPs and PLPs. EP and PLP representatives tell us about the positive working partnership and meaningful involvement they have with UoH. They feel well supported by the programme team and appreciate the flexible approach to the facilitation of practice learning, for example tailored delivery of resources for practice supervisors and practice assessors. EPs and PLPs tell us about their commitment to support further placement opportunities as the number of students increase in the future.

There's evidence of a collaborative partnership approach to ensure governance structures are in place for student learning. Senior academic staff confirm that there're sufficient resources to deliver the programme. UoH, EPs and PLPs work in partnership to ensure practice learning environments provide a quality and safe learning experience. Documentary evidence, EPs and PLPs confirm that there are operational and strategic meetings to monitor the quality of placement learning.

For apprentices, UoH has a dedicated apprenticeship unit who meet monthly with key stakeholders to ensure any issues are promptly addressed. The school has recently appointed a director of apprentices.

Documentary evidence, the programme team, EPs and PLPs confirm that there are processes in place to raise and escalate student and practice learning concerns. The school head of practice education leads on addressing any adverse CQC reports, or practice learning environment concerns, and works with EPs and PLPs to manage and monitor these.

Clear systems are in place to enable the supervision and assessment of midwifery students, and effective communication systems exist between the programme team EPs and PLPs. Students tell us that they meet with academic assessors to review feedback received in practice learning environments. There's evidence of a partnership approach to the operationalisation of the SSSA. EPs and PLPs confirm that they're prepared for the supervision and assessment of students and can access resources provided by the school to help support the development of the practice assessors' and practice supervisors' roles. The roles and responsibilities of practice assessors, practice supervisors and academic assessors are clearly detailed in the MORA.

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

The programme team and EPs report that monitoring the supernumerary status of apprentices will be managed in the same way as students on other professional programmes. Students confirm that they're supernumerary in practice learning environments.

Students, the programme team, EPs and PLPs confirm that mechanisms are in place to collate student feedback on learning experiences in practice learning environments. Students tell us that they feel able to feedback their experiences and that they understand how programme evaluation is actioned to enhance the programme.

There's robust evidence of SUC involvement in the programme, confirmed at the approval visit by SUC representatives and students. SUCs contribute to recruitment, programme development, delivery of curriculum content and programme evaluation. SUCs tell us that they feel valued and part of the programme team. They describe how their opinions at recruitment interview days are valued equally and that they enjoy a high level of autonomy when delivering

teaching sessions. The school has a public participation group (PPG) that's actively involved in providing the SUC voice to the programme. The PPG has a clear strategy and seeks representation from diverse communities. They're developing mechanisms for SUCs to feedback their experiences of involvement with the programme to shape ongoing curriculum development. The programme team confirm that a SUC representative is invited to attend formal programme evaluation meetings. The MORA includes opportunities for SUCs to feedback on student achievement in the practice learning environment. Practice supervisors invite women and their families to provide this feedback to support ongoing student development. SUCs can shadow other SUCs in preparation for their participation in the student recruitment and selection process and receive equality and diversity training before doing so.

There's evidence of sound IPL in theory and practice settings. Students access a range of specialist health and social care placements throughout the programme and tell us that these support their ongoing learning and development. IPL experiences in the practice learning environment are evidenced in the MORA. Students participate in a maternity care conference with nursing students, organised each year by the school. Students can access the UoH global professional award, and benefit from engagement with the programme team's personal research projects that include the benefits of IPL for women and their families.

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**

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:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A

Student journey through the programme

Standard 1: Selection, admission and progression

AEIs must:

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

AEIs together with practice learning partners must:

- R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
- R1.5 confirm on entry to the programme that students:
 - R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document
 - R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
 - R1.5.3 demonstrate values in accordance with [the Code](#)
 - R1.5.4 have capability to learn behaviours in accordance with the Code
 - R1.5.5 have capability to develop numeracy skills required to meet programme outcomes
 - R1.5.6 can demonstrate proficiency in English language
 - R1.5.7 have capability in literacy to meet programme outcomes
 - R1.5.8 have capability for digital and technological literacy to meet programme outcomes
- R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes
- R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the [NMC Guidance of health and character](#). This includes satisfactory occupational health assessments and criminal record checks
- R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse determinations made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully
- R1.9 ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and

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

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

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

- R1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI
YES NO
- R1.2 inform the NMC of the name of the lead midwife for education
YES NO
- R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes
YES NO
- R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
YES NO
- R1.5 confirm on entry to the programme that students:
- R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document
YES NO

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

YES NO

R1.5.3 demonstrate values in accordance with the Code

YES NO

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

YES NO

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

YES NO

R1.5.6 can demonstrate proficiency in English language

YES NO

R1.5.7 have capability in literacy to meet programme outcomes

YES NO

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

YES NO

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

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

MET NOT MET

R1.6 is met. Literacy, numeracy, digital and technological literacy are embedded throughout the midwifery curriculum and are clearly mapped against module and programme learning outcomes and the SPM. The programme team, EPs and PLPs confirm that a planned introduction of the MORA as an electronic document, supported by the PebblePad platform, and an implementation plan are in place. The programme team tell us that the school has an established learning technology team who work with students, school staff and PLPs to support the introduction of the eMORA.

Students have access to learning resources in the UoH virtual learning environment Brightspace. This includes resources for learning in relation to all programme modules. In addition to support from the midwifery programme team, academic assessors and link tutors, students can access online support from the

student hub and academic skills development team. Programme documentation and the programme team confirm that the school has a dedicated academic skills tutor.

Students undertake several computer-based assessments during the programme and complete online drug calculations. The programme team are supported in their ability to provide effective online learning resources through a specific 'moving your module' online resource. Mapping documentation, module outcomes and assessments detail how students gain the required numeracy, literacy and digital technology skills. Students tell us that they can borrow laptops and access resources through apps and cloud-based solutions when studying off campus or when in the practice learning environment.

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

A shortened pre-registration midwifery programme isn't presented for approval.

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration midwifery programmes* and the *Standards of proficiency for registered*

midwives will be met through the transfer of existing students onto the proposed programme.

Documentary evidence and the programme team confirm that existing students won't transfer to the proposed programme. The programme team tell us that individualised plans are made with students returning from an interruption or when they're required to retake a module.

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

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

Documentary evidence confirms that existing students have transferred to the SSSA. Students tell us that they've been prepared and supported for this implementation.

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: 14 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

Standard 2: Curriculum

AEIs together with practice learning partners must:

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

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

YES NO

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

YES NO

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

YES NO

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

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

MET NOT MET

R2.4 is met. Documentary evidence confirms SUCs' involvement in the design and development of the programme. The programme team confirm that the maternity voices partnership (MVP) group were consulted about the proposed programme design.

The programme team tell us that they are committed to involving a diverse range of SUCs in a meaningful way, including at selection events, in course development, teaching, and evaluation. SUCs confirm their involvement in the design and development of the programme. They tell us how they can share their lived experiences to influence and enhance the programme and describe a number of examples. Antenatal screening and perinatal mental health are explored with students in year one to enable them to comprehend the impact of these on SUCs. Year three students meet with a Birthrights activist to broaden these perspectives further. Members of the programme team tell us that their own research is inclusive of the diverse needs of women and their families which inform programme delivery and provide students with a sound research focus. The MORA provides documentary evidence of how practice supervisors invite SUCs to 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 isn't delivered in Wales.

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

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

MET NOT MET

R2.6 is met. Programme documentation and the approval visit confirm that UoH design and deliver a programme that supports students to gain contemporary,

relevant and ongoing exposure to midwifery practice. The curriculum reflects the SPM and is organised so that key themes are developed across the duration of the programme. During each year of the programme and in the final practice module, flexible weeks are incrementally included to facilitate individual needs to enable greater flexibility in achieving the programme requirements.

Documentary evidence and discussion at the approval visit confirms that students have varied practice learning experiences. These include key maternity settings in each year in community, antenatal care, intrapartum and postnatal care. During year two, students can access a range of short placement learning opportunities relevant to women's health, including breast care, assisted reproduction and sexual health. Students tell us that they value these learning opportunities and are able to apply the knowledge gained to their midwifery practice.

Students and the programme team confirm that IPL and shared learning opportunities are available in theory and practice. The programme team tell us that it's their intention to further expand these opportunities to reflect the diverse demographics of local communities and exposure to specialist services. For example, students will have the opportunity to spend time with children's hospice midwives. Students have further opportunities for IPL and shared learning through participation in activities including being a peer supporter, attending MVP meetings and becoming a student representative for external groups such as the local maternity system. Students participate each year in a maternity care conference with nursing students.

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

MET **NOT MET**

R2.7 is met. Documentary evidence and the approval visit confirm that technology-enhanced and simulated learning opportunities are used effectively and proportionately across the programme to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required.

Students undertake a practical assessment in year two relating to obstetric and neonatal emergencies. The acquisition of some skills are subject to specific EP and PLP policy, for example venepuncture, cannulation and intravenous medicine administration. Practice assessors and practice supervisors will support the programme team in the teaching of these skills. Practice supervisors tell us that students are encouraged to attend mandatory skills drills during practice placements.

The MORA is accessed as an electronic document in the PebblePad platform. Students, EPs and PLPs confirm that this is a positive development that will support practice learning.

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

MET **NOT MET**

R2.8 is met. Programme documentation and the LME confirm that there's an equal balance of theory and practice learning across the programme. It's designed to meet the minimum requirement of 2300 hours of theory learning and 2300 hours of practice learning. Programme documentation evidences a range of teaching and learning strategies, including group work, scenario-based fact-finding and online and paper-based quizzes.

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**

A shortened pre-registration midwifery programme isn't presented for approval.

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**

A shortened pre-registration midwifery programme isn't 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**

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to assessment are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome			
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 14 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 3: Practice learning
AEIs together with practice learning partners must:
<p>R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives</p> <p>R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families</p> <p>R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working</p> <p>R3.4 provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants</p> <p>R3.5 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services</p> <p>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</p>

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

Documentary evidence and the approval visit confirm that practice learning environments expose students to learning experiences across all areas of maternity care. These include neonatal units, intensive care, specialist clinics and women's reproductive health. The school placement office co-ordinate placements for students in collaboration with the programme leader to identify the most appropriate learning opportunities to meet student needs. EPs and PLPs confirm that there's capacity to accommodate all midwifery students and appropriate learning opportunities are available.

Practice learning environments are subject to educational audit. Audits are completed by members of the programme team, placement managers and practice learning facilitators or clinical educators. The audit is recorded in the online practice assessment record and evaluation tool. The audit process ensures practice learning quality and safety and that practice learning environments are appropriate to support midwifery students. Students, the programme team and PLPs confirm that there are processes in place to address any concerns raised by students in practice. The programme team and documentary evidence confirm that there's an identified practice learning facilitator who has a specific role in a regional project commissioned by Health Education England to support placement quality and capacity.

EPs and PLPs confirm that they collaborate effectively with the programme team to ensure practice learning opportunities allow students to engage with a diverse range of women and their families. Students tell us that they are able to experience a broad range of practice placements that help them to meet the SPM.

Senior staff from UoH and EPs confirm they have capacity to support the additional number of students recruited to the MDA route. The UoH has a dedicated apprenticeship unit who regularly meet with the programme team to ensure any issues related to apprentices are highlighted, explored and managed. This is further supported by a UoH quality assurance lead who has extensive experience of apprenticeship programmes and the school director of apprentices.

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

MET **NOT MET**

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

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

MET **NOT MET**

R3.3 is met. Programme documentation confirms that students gain the underpinning knowledge and the value of interdisciplinary and multi-professional team working that's embedded across all years of the programme. Students, EPs and PLPs tell us that there are placement learning opportunities to facilitate the development of the skills required for working with a range of other disciplines and agencies. These include a wide range of health and social care professionals, advocacy and support groups, for example those involved in the care of women with a terminal illness.

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

MET **NOT MET**

R3.4 is not met. The programme team, EPs and PLPs tell us that continuity of midwifery carer experience is facilitated through individual arrangements with women, practice assessors, practice supervisors and the placements team. A continuity forum has been established to support student experiences. Students

tell us that they're aware that the current programme structure enables them to experience caseloading practice during the final year. Students are aware that the proposed programme will provide further opportunities to experience continuity of midwifery carer practice. PLPs and EPs confirm that mixed risk continuity teams are being established and that students can access the provision as a practice learning experience. Programme documentation doesn't clearly detail how students access the continuity of carer experience to enable them to achieve the proficiencies related to continuity of midwifery carer. (Condition one)

R3.5 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services

MET **NOT MET**

R3.5 is met. The programme team, EPs and PLPs describe the opportunities for students to experience midwifery care for a diverse population across a range of settings, including midwifery led services. Discussion with students provides assurance that their midwifery practice learning needs are met and are of a sound quality. Programme documentation and discussion at the approval visit confirm that there's a dedicated placements team who maintain records of student placements. Practice placements are allocated in consultation with the programme leader to facilitate a breadth of learning opportunities. Students are allocated to midwifery specific and specialist placements to enable them to understand the role of the midwife within the broader context of maternal and newborn health. The MORA requires students to document and reflect upon care experiences and evidence how they respect and demonstrate a professional understanding when providing care. The theoretical elements of the programme address the impact of diversity on health outcomes.

R3.6 provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual factors

MET **NOT MET**

R3.6 is met. UoH provides learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complications and additional care needs arise. Students are supported by the programme team, practice assessors and practice supervisors to spend time with midwives practising in a variety of specialist care settings. These include bereavement, substance dependence and perinatal mental health experiences which are underpinned by relevant theory, for example in the challenges to newborn and family health module in year two.

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 programme team and students tell us that practice placement allocations are organised according to student geographical location as far as possible. Students are made aware at recruitment and selection events that there may be an expectation for them to travel across different sites to maximise learning experiences. Practice placements are mapped in advance of each academic year and allocated following enrolment. Practice learning environments are notified of allocations normally six weeks in advance of student attendance. This supports EPs and PLPs to prepare prior to being contacted by students about their allocated practice placement.

Occupational health clearance notifications, including risk assessments, are considered when allocating practice placements. Any reasonable adjustments that are identified are implemented and involve discussions between the programme team, EPs, PLPs and students. Additional occupational health referrals are made by the programme leader. Apprentices will be supported by EP occupational health teams who will facilitate health and reasonable adjustments in practice learning environments.

The MORA facilitates a record of the consideration of reasonable adjustments for practice learning. This is completed by students and midwifery academics as appropriate. Students tell us that they are supported to discuss individual needs with practice assessors and practice supervisors to facilitate reasonable adjustments. Programme documentation confirms that all academic staff must complete diversity in the workplace training at least every three years.

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**

Programme documentation doesn't clearly detail how students access the continuity of carer experience to enable them to achieve the proficiencies related to continuity of midwifery carer. (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 <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/>
<p>Programme documentation doesn't clearly detail how students access the continuity of carer experience to enable them to achieve the proficiencies related to continuity of midwifery care.</p> <p>Condition one: Provide programme documentation that clearly details how students access learning opportunities that enable them to achieve the proficiencies related to continuity of midwifery carer practice. (SFNME R2.3; SPM R3.4)</p> <p>Date: 14 April 2021</p>	
Post event review	
Identify how the condition(s) is met	
<p>Condition one: How students access continuity of midwifery carer learning opportunities is mapped within the practice module and programme specifications. An updated programme plan evidences where continuity of care and carer placements are allocated in years one and three of the programme.</p> <p>Condition one is met.</p> <p>Evidence: Revised programme placement plan, undated Revised programme specification, undated Revised practice module specification, undated</p>	
Date condition(s): 21 May 2021	
Revised outcome after condition(s) met:	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>

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

- R4.5 ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 percent
- R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife
- R4.7 ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives, and
- R4.8 ensure the knowledge and skills for midwives set out in Article 40(3) and the activities of a midwife specified in Article 42 of Directive 2005/36/EC have been met as outlined in Annexe 1 of this document

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Documentary evidence and the approval visit demonstrate that UoH, EPs and PLPs have robust procedures and policies in place to evidence how support, supervision, learning opportunities and assessment comply with the SFNME. There are clear policies on raising and escalating concerns and fitness to practise. The programme team, EPs and PLPs confirm that there's support for students when raising and escalating concerns in practice learning environments. Tripartite meetings provide the opportunity to raise any concerns or issues. Practice learning environment quality assurance processes are evidenced at strategic and operational levels.

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

Academic staff are suitably qualified to deliver the proposed programme. The programme team, EPs and PLPs confirm that there are sufficient practice assessors, practice supervisors and academic assessors to support delivery of learning in practice learning environments. Senior staff from the UoH confirm

there's an annual process to ensure that adequate resources are available for programme delivery through yearly planning meetings.

Students tell us that they're well supported academically and in practice learning environments. They confirm that there's effective liaison between the programme team, EPs and PLPs. Students tell us that they can easily access support from the programme team and student services when studying away from campus or when in they are in practice. They feel that they're listened to and that their concerns are acted upon.

Students are well informed about the school's peer assisted learning scheme and describe how it benefits their progression through the programme. Students tell us that formative and summative feedback on assignments effectively supports and enables their academic progress. The range of assessments detailed in the programme specifications and module outlines encourage students to develop a wide range of skills relevant to midwifery practice.

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

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

MET **NOT MET**

R4.2 is not met. Student achievement and progression in practice is recorded in the MORA. The roles and responsibilities of practice assessors, practice supervisors and academic assessors are clearly specified in the programme documentation and in the MORA.

The preparation of practice assessors, practice supervisors and academic assessors is explicit within the programme documentation. EPs, PLPs and the programme team confirm that there are sufficient, appropriately prepared practice assessors, practice supervisors and academic assessors to support delivery of learning in practice learning environments. Students tell us that on occasion they've experienced practice supervision and assessment that's not always been satisfactory. They report that there's been some confusion about the distinctions between the roles of practice assessors and practice supervisors. They describe examples of a reluctance by some practice assessors to complete practice assessments when they've not worked with students. Students tell us about delays in practice supervisors sharing feedback with practice assessors. (Condition two)

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

MET **NOT MET**

R4.3 is met. The programme and module learning outcomes are clearly mapped against the SPM. We're assured that there are sufficiently varied practice learning experiences in each year of the programme to facilitate students achieving the programme outcomes. Module descriptors detail proficiency domains and the MORA is mapped against the SPM. The MORA provides an ongoing record of student progression towards achievement of the programme. Students confirm that they feel supported in achieving the SPM and programme outcomes.

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

MET **NOT MET**

R4.4 is met. Documentary evidence and the approval visit confirm that there are processes in place to provide students with formative and summative feedback throughout the programme, supporting their development and progression. Students confirm that their experiences of receiving feedback during the programme are positive and they receive feedback from the programme team, SUCs, practice assessors and practice supervisors

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

Evidence provides assurance that the following requirements are met

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

YES **NO**

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

YES **NO**

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

YES **NO**

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

YES NO

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

YES NO

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

YES NO

Students describe some experiences of confusion about the distinctions between the roles of practice assessors and practice supervisors. They describe examples of a reluctance by some practice assessors to complete practice assessments when they've not worked with students. (Condition two)

Outcome

Is the standard met?

MET NOT MET

Students describe some experiences of confusion about the distinctions between the roles of practice assessors and practice supervisors. They describe examples of a reluctance by some practice assessors to complete practice assessments when they've not worked with students. (Condition two)

Condition two: Provide a plan that clearly details how practice assessors and practice supervisors receive ongoing support to fulfil their roles. (SSSA R5.1, R6.8; SPMP R4.2)

Date: 14 April 2021

Post event review

Identify how the condition(s) is met:

Condition two: A support plan demonstrates how there's ongoing support for practice assessors and practice supervisors. A guide in the MORA for practice supervisors and practice assessors details the requirements for the support, supervision and assessment of students in the practice learning environment.

Condition two is met.

Evidence:

Practice assessor and practice supervisor support plan, undated
MORA guide, undated

Date condition(s) met: 21 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 NO

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

YES NO

Fall Back Award

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

YES NO N/A

There's no fall back exit award that confers NMC registration as a midwife.

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met
 YES NO

Outcome

Is the standard met? MET NOT MET

Date: 14 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for midwives</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration midwifery programmes</i> (NMC, 2019) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the LME	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions, 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 checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
List additional documentation: Revised programme placement plan, undated Revised programme specification, undated Revised practice module specification, undated Practice assessor and practice supervisor support plan, undated MORA guide, undated Programme approval report, signed by the panel chair, 21 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	<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 checked="" type="checkbox"/>	<input 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: Year three, BSc midwifery x two Year two, BSc midwifery x two Year one, BSc midwifery x two		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: CQC quality report, Calderdale and Huddersfield NHS Foundation Trust, 20 June 2018 CQC quality report, The Mid Yorkshire Hospitals NHS Trust, 7 December 2018 CQC quality report, Leeds Teaching Hospitals NHS Trust, 15 February 2019 CQC quality report, Rotherham NHS Foundation Trust, 18 March 2019 CQC quality report, Tameside and Glossop Integrated Care NHS Foundation Trust, 4 July 2019 CQC quality report, Cygnet Hospital Wyke, 9 January 2020 CQC quality report, Bradford Teaching Hospitals NHS Foundation Trust, 9 April 2020 CQC quality report, The Royal Oldham Hospital, 10 February 2021		
If you stated no above, please provide the reason and mitigation: This is an established AEI and visits to facilities weren't needed.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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

Issue record

Final Report

Author(s):	Sarah Snow	Date:	22 April 2021
Checked by:	Bernadette Martin	Date:	27 April 2021
Submitted by:	Amy Young	Date:	15 June 2021
Approved by:	Leeann Greer	Date:	16 June 2021