Nursing & Midwifery Council

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

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Programme approval report

Section one

Programme provider name:	University of Nottingham
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Chesterfield Royal Hospital NHS Foundation Trust Nottingham University Hospitals NHS Trust Sherwood Forest Hospitals NHS Foundation Trust University Hospitals of Derby and Burton NHS Foundation Trust
Programme reviewed:	Registered Midwife - 18M ☐ Registered Midwife - 24M ☐ Registered Midwife - 36M ☒ Registered Midwife - degree apprentice ☐
Title of programme(s):	BSc (Hons) Midwifery
Academic levels:	
Registered Midwife - 18M	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Midwife - 24M	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Midwife - 36M	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11

Registered Midwife - degree apprentice	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	19 March 2021
Programme start date: Registered Midwife – 18M Registered Midwife – 24 M Registered Midwife – 36 M Registered Midwife – degree apprentice	20 September 2021
QA visitor(s):	Registrant Visitor: Julie Foster Lay Visitor: Penelope Goacher

Summary of review and findings

The University of Nottingham (the university) is an established Nursing and Midwifery Council (NMC) approved educational institution (AEI) and an experienced provider of pre-registration midwifery education. The university has effective partnerships with practice learning partners (PLPs) for midwifery education. PLPs are Chesterfield Royal Hospital NHS Foundation Trust, Nottingham University Hospitals NHS Trust, Sherwood Forest Hospitals NHS Foundation Trust and University Hospitals of Derby and Burton NHS Foundation Trust.

The university are seeking approval for the BSc (Hons) Midwifery. It's a three-year full-time pre-registration midwifery programme planned to commence in September 2021. The programme comprises 45 weeks per year with an equal balance of theory and practice. Programme learning outcomes are designed to meet and are mapped to the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and Standards of proficiency for midwives (SPM) (NMC, 2019). The programme documentation and approval process confirm evidence of effective co-production of the programme between the university and PLPs, service users and partners (SUCs), students and other professional and academic disciplines.

The academic staff comprise an experienced team of midwifery lecturers and researchers led by the lead midwife for education (LME). The school of health science has a health e-learning and media (HELM) team to provide expertise and support in the development, design, evaluation and research of technological and media-based educational materials and interventions for health. Programme delivery is underpinned by a blended learning model with theoretical content delivered via lead lectures, self-directed learning, online digital resources and seminar groups. All learning activities are structured and supported using the university's virtual learning environments.

The England and Northern Ireland midwifery ongoing record of achievement (MORA) practice assessment documentation is adopted and is mapped to the SPM. Documentary evidence and the approval process provide confirmation that plans are in place to prepare students in the use of the electronic MORA (e-MORA) via an e-portfolio platform. PLPs confirm they're experienced in delivering and supporting the practice supervisor and practice assessor roles. They'll be prepared to use the e-MORA. Preparation includes regular visits from midwifery academics to practice settings as well as via e-learning resources such as podcasts, narrated online presentations and contact points via email and phone.

The approval visit was held remotely due to COVID-19.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level.

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

The programme is recommended for approval.

There's one joint NMC and university recommendation and three university recommendations.

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:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** None identified.

Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	Recommendation one: The programme team, together with PLPs, should consider strategies for ongoing enhancement and innovation that support resources for effective practice learning environments and placement capacity. (SSSA R1.4) (NMC and university recommendation) Recommendation two: That the three-week observation placement in the first year of the programme might be difficult for trusts to accommodate so might lead to inequitable experiences for students. A solution might be that the first two weeks of the first placement is not assessed so that students gain an understanding of what is required when working in the trust. (University recommendation) Recommendation three: To build time into the programme to allow students to catch up missed work due for unplanned absences and annual leave. As practice hours in the programme exceeded the NMC minimum requirements the school should be asked to consider bringing those hours down to create some catch up space. (University recommendation) Recommendation four: To be mindful that some students perceived that they might be disadvantaged because they will be judged on academic and not practice performance due to the pass/fail practice assessment and to manage expectations around that. (University recommendation)
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions: N/A

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

Section three

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

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC, 2018) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working **Standard 2: Educational governance and quality:**

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

R2.4 comply with NMC *Standards for student supervision and assessment*

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

Nursing & Midwifery Council

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

MOTT MACDONALD

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

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

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

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

Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

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

Documentary evidence and meetings at the visit demonstrate the commitment to effective partnership working between the university and all stakeholders. At a strategic level, the practice learning committee comprises representatives from the university, PLPs and students. It has the aim of developing and monitoring practice learning environments. There's also a practice learning strategy that's reviewed on an annual basis to maintain and develop excellence in practice learning governance.

The university and PLPs work in partnership in the governance of placement learning quality and placement capacity. There's a shared approach towards

educational audit, student evaluation of placements and monitoring of practice assessor numbers and status. At the visit the programme team and PLPs confirm that there's sufficient placements to support an increase in the number of midwifery students being recruited. PLPs tell us they're aware of increasing student numbers and confirm that there's ongoing coordination to support this, particularly in areas where placements are in higher demand. It's recommended that to support this further the university and PLPs consider the strategies for ongoing enhancement and innovation to support resources for effective practice learning environments and placement capacity. (Recommendation one)

At operational level, practice supervisors and practice assessors tell us they've good communication links with academic assessors and are well prepared for their roles. There's documentary evidence of practice learning teams (PLTs) with the function of strengthening partnerships between practice and education. They support students' practice-based learning and participate in updates for practice assessors and practice supervisors They also develop initiatives that enhance practice-based learning and provide feedback to practice staff about students' evaluation of their placement experience. PLT membership includes midwifery link lecturers, students and midwifery practitioners.

The MORA identifies role descriptors for practice assessors, practice supervisors and academic assessors with scheduled practice review points in each year of the programme. There's a peer mentoring programme to support new students.

Students tell us that their feedback is valued and confirm their involvement in programme development. They report providing formal feedback at the end of each theory and practice module and confirm that their evaluations are acted upon. They give examples of how this is influencing programme content and delivery. For example, students requested spending more time on human biology and to receive more service user input into taught sessions. These examples are included in the curriculum for approval.

Documentary evidence demonstrates that SUCs are involved in all aspects of the programme including design, development, delivery, evaluation and assessment. At the approval visit SUCs confirm how they're involved, how their input is valued and what impact their contribution has on the programme. The programme team tell us that service user feedback influenced the inclusion of more assessment of communication skills throughout the programme. We see that service user feedback contributes to student practice assessment and that service user experiences are included in case studies and vignettes to enrich student learning. Documentary evidence identifies how service users are involved in the recruitment and selection of students. Service users tell us that they feel comfortable giving their honest opinion and that they're prepared to be involved in these activities.

The programme team tell us that students have opportunities to develop inter-professional working through learning activities with other professionals. For example, in the 'mid-med' activities, midwifery students work with medical students

and there are shared learning events in basic life support, emergency and safeguarding care.

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 heath and character. This includes satisfactory occupational health assessments and criminal record checks

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

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

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

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

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

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).

Nursing & Midwifery Council

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

MOTT MACDONALD

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 ☐

Nursing & Midwifery Council

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

MOTT MACDONALD

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

YES ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R1.6 is met. Programme documentation shows that the curriculum is mapped against numeracy, literacy, digital and technological literacy. There's a mapping tool illustrating where each of these elements are taught in the programme modules. We hear from the programme team how literacy, numeracy and technological literacy are assessed at the selection and recruitment stage and throughout the programme in the modules highlighted on the mapping tool. The MORA further assesses these skills within the practice area and includes digital record keeping.

Evidence provides assurance that the following requirements are met

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

R1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult) and the

programme complies with Article 40(1)(b) of Directive 2005/36/EC outlined in Annexe 1 of this document.

YES ☐ **NO** ☒

There's no shortened pre-registration midwifery programme for approval.

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the *Standards for pre-registration midwifery programmes* and the *Standards of proficiency for registered midwives* will be met through the transfer of existing students onto the proposed programme.

Year one students will be transferring to the SPMP and SPM in September 2021. All other students will remain on their current programme.

There's documentary evidence of the consultation with current students. Students tell us they've been consulted and informed of the transfer process. They value the new programme as their feedback is being acted upon.

The 2015 curriculum programme learning outcomes are mapped against the 2021 programme learning outcomes. There's documentary evidence of mapping from the 2015 curriculum year one modules against the SPM.

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.

Transfer of students to the SSSA was undertaken following a programme major modification approved on 22 August 2019. All students have transferred to the SSSA with PLPs' agreement. At the visit PLPs and the programme team confirm the implementation of the SSSA. Students tell us they were fully informed prior to the implementation. We hear that practice supervisors and practice assessors are prepared for their roles prior to the implementation of the SSSA. There's documentary evidence of the training packages used to prepare practice supervisors, practice assessors and academic assessors.

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: 19 March 2021

Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: MET ☐   NOT MET ☐ N/A

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

minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

R2.1 ensure programmes comply with the NMC *Standards framework for nursing and midwifery education*

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R2.4 is met. The programme team tell us that feedback is sought from women, partners and their families and this is valued and acted upon. We've seen documentary evidence of SUC involvement in the design, delivery and evaluation of the programme. This includes liaising with local maternity voices in partnership groups and a virtual collaborative event with a diverse mix of service users and partners as part of developing the programme. There's evidence of a mapping tool illustrating service user involvement in modules throughout each year of the programme.

At the approval visit SUCs tell us of their eagerness to be involved. They feel valued by the programme team and are comfortable in contributing their opinion. They report undertaking a range of training opportunities provided by the university to prepare them for their roles.

Evidence provides assurance that the following requirements are met

R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

YES ☐   **NO** ☐   **N/A** ☒

The programme isn't delivered in Wales.

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

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

MET ☒   **NOT MET** ☐

R2.6 is met. Documentary evidence and the meeting with students confirm that they've been consulted on the design of the programme. They tell us they prefer blocks of theory and practice, with assessments at the end of the theory block. The programme planners reflect this design.

Programme documentation confirms that students access practice placements in a diverse range of settings across the east Midlands, spending time at two different PLP NHS trusts. Students confirm at the approval visit that the placements enable them to achieve the required proficiencies.

The MORA and programme documentation identifies how students are expected to achieve practice competencies in the SPM. The MORA includes the European Union (EU) Directives and achievements expected within each academic year, including enhanced examination of the newborn and infant feeding. There's provision for practice supervisors to provide regular feedback and formative meetings with the identified practice assessor; this takes place prior to the summative assessment at the end of the programme part. Feedback from service users is actively sought through the MORA.

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. We see from documentary evidence that there's a strategy for developing and using technology and simulated learning opportunities. Students are prepared for practice learning using simulated practice and clinical skills learning designed to help integrate theory with practice. Students tell us they feel well prepared for practice learning. Module descriptions provide evidence that simulated learning and objective structured clinical examinations are used as an assessment strategy in each year of the programme. The MORA outlines the clinical circumstances that occur infrequently where simulation may be used to support learning and assessment.

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

R2.8 is met. Programme documentation shows that the programme is a minimum of three years with 2,300 hours of theory and 2,300 hours of practice. Equal balance is given to professional practice and academic elements. There's a detailed explanation of how the hours are calculated for each year. The programme team tell us that the hours for international placements are included. There's a process for confirming that international placements meet the requirements of SFNME.

Programme documentation demonstrates there's a blended learning strategy using a range of strategies to link seven curriculum strands. Virtual learning platforms are used to offer a range of appropriate and clinically based resources to support blended learning activities.

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** ☐

     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** ☒

There's no shortened two-year programme 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** ☒

There's no shortened 18-month programme 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	☒	**NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 19 March 2021		

Post event review
Identify how the condition(s) is met:
N/A

Date condition(s):
N/A

Revised outcome after condition(s) met:	**MET** ☐	**NOT MET** ☐
N/A		

Standard 3: Practice learning
AEIs together with practice learning partners must:

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

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

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

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

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

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

R3.7 take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities

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

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

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R3.9 ensure students are supernumerary

Findings against the standard and requirements

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

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

MET ☒   **NOT MET** ☐

R3.1 is met. We've seen documentary evidence that the students are allocated a 'home' NHS trust and, in one year of their programme, are also allocated placements in an alternative NHS trust. This provides students with a range of placement learning opportunities and different ways of working. They'll experience the delivery of midwifery care in units with variable birth rates, differing demographics and midwife or obstetric-led philosophies of care. The programme team confirm that experience in midwifery practice is supported by practice supervisors working alongside students. Practice supervisors will provide students with the necessary learning opportunities required to achieve the SPMP and the SPM including assessment of practical skills and professional attitude. Students confirm they experience the practice learning opportunities needed and feel able to meet the proficiencies throughout the three years.

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 and the programme team confirm that students will experience the role and scope of the midwife, enabling them to provide holistic care to women, newborn infants, partners and families in midwifery practice. Students tell us they experience caring for women and their families in community and hospital settings and can follow women through the whole continuum of childbirth. Students report experiencing caseload midwifery practice, allowing them to build up a relationship with each woman and their family. They're facilitated to explore the social, physical and mental health wellbeing needs. The programme will enable students to learn enhanced examination of the newborn, which promotes holistic care for women and their infant. The continuity of care model allows students to experience the whole spectrum of practice and includes liaison with multi agency groups.

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. There's evidence in programme documentation of opportunities for inter-professional learning (IPL) with other healthcare students through shared learning events in basic life support training, emergency and safeguarding care. These are led by the midwifery team's IPL lead, in collaboration with the faculty IPL centre. Students confirm they experience multi-agency team working both in the community and hospital settings.

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

MET ☒   **NOT MET** ☐

R3.4 is met. Programme documentation demonstrates that there's a process for students to experience learning opportunities for continuity of midwifery care. With their practice supervisors they're facilitated to identify and follow consenting women throughout their continuum of care. This includes guidance and supervision should the woman need care for a higher risk pregnancy.

The MORA records and assesses student experience in relation to continuity of midwifery carer, promoting this model of care for students and building lasting relationships with women and their families.

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. Programme documentation confirms that students are allocated to two different PLPs to experience differing demographics. There's documentary evidence that students are provided with learning opportunities to experience midwifery care across a range of settings and midwifery led services to a diverse population. Students identify women within their caseload practice from different demographic groups to understand different cultural needs. Communication, choice, consent and unconscious bias are assessed through the MORA.

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 evidence in module descriptors demonstrates that complexities and additional care needs for women and their infants are taught across the programme. Programme content includes the full scope of midwifery practice including perinatal mental health wellbeing and public health measures such as recognition and care of women with female genital mutilation. The

programme introduces enhanced examination of the newborn, with newborn and infant physical examination requirements.

Practice placement allocation within the academic plan provided reflects theoretical learning undertaken. Students confirm that the teaching and learning strategy supports their knowledge and development.

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. Students' needs are considered through the documented special considerations process. The student handbook outlines reasonable adjustments processes and where students can access further support such as the student support advisers.

There's a section in the MORA for students to provide a self-assessment of their individual needs. The initial meeting with the practice assessor is within the first four weeks of the first block of placement. The programme team tell us that this ensures students have adequate time at the start of the placement to discuss their individual needs.

Students tell us they feel very well supported by their personal tutors and are aware of all the support mechanisms offered at the university.

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** ☒ **NOT MET** ☐   **Date:** 19 March 2021

Post event review
Identify how the condition(s) is met N/A
Date condition(s): N/A
Revised outcome after condition(s) met: **MET** ☐ **NOT MET** ☐ N/A

Standard 4: Supervision and assessment
AEIs together with practice learning partners must: R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC *Standards framework for nursing and midwifery education* R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC *Standards for student supervision and assessment* R4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes R4.4 provide students with feedback throughout the programme to support their development R4.5 ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 percent R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife R4.7 ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives, and R4.8 ensure the knowledge and skills for midwives set out in Article 40(3) and the activities of a midwife specified in Article 42 of Directive 2005/36/EC have been met as outlined in Annexe 1 of this document
Findings against the standards and requirements
Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met

R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC *Standards framework for nursing and midwifery education*

MET ☒   **NOT MET** ☐

R4.1 is met. Documentary evidence and the approval process demonstrate that robust procedures and policies are in place to show how support, supervision and learning opportunities comply with the SFNME. A process to raise and escalate any concerns is in place for students, practice supervisors and practice assessors in practice learning environments.

Academic staff curricula vitae demonstrates that the new curriculum will be delivered by suitably qualified educators. 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. There's evidence of how the practice assessors, practice supervisors and academic assessors have been prepared for their roles. The MORA details the roles and responsibilities of the practice supervisor, practice assessor and academic assessor which meet the SSSA.

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. There's evidence in the curriculum document, student handbook and MORA context document, practice assessor and practice supervisor training, that the programme complies with the SSSA. The SSSA were implemented in 2019 and PLPs confirm at the approval visit they're well prepared for their roles.

The programme team tell us that the practice supervisors and practice assessors are being prepared to use the MORA. Students also tell us they've been informed about the implementation of the MORA. This is detailed in student facing documentation. The MORA outlines the roles of practice supervisor, practice assessors and academic assessors.

Students confirm they're well supported in practice and their specific needs such as health requirements are considered during programme delivery.

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

MET ☒   **NOT MET** ☐

R4.3 is met. Programme documentation is mapped to the SPM in both theory and practice and to programme outcomes. External examiners are appointed to the programme.

The MORA is designed to support the student to evidence their achievement of the SPM. It guides practice supervisors to seek out learning opportunities that will support the student.

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

MET ☒   **NOT MET** ☐

R4.4 is met. There's documentary evidence that theoretical feedback and feed forward recommendations are provided to students for academic modules. All module and placement evaluations are completed for each theoretical module and practice placement, and students confirm they're informed of any action taken to respond to their evaluations.

The programme team tell us that constructive practice feedback will be documented in the MORA and used to inform the holistic summative assessment. The practice supervisor template will guide the feedback and students will be encouraged to reflect on the feedback. There are opportunities for service users to provide feedback on a student's performance via the MORA and service users confirm they have opportunities to feedback on student performance.

Evidence provides assurance that the following requirements are met

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to supervision and assessment are met

YES ☒   **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to supervision and assessment are met		
	YES ☒	NO ☐

Outcome		
Is the standard met?	MET ☒	NOT MET ☐
Date: 19 March 2021		

Post event review
Identify how the condition(s) is met:
N/A

Date condition(s) met:
N/A

Revised outcome after condition(s) met:	MET ☐	NOT MET ☐
N/A		

Standard 5: Qualification to be awarded

AEIs together with practice learning partners must:

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

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

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

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

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

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

YES ☒ **NO** ☐

Fall Back Award

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

YES ☐ **NO** ☐ **N/A** ☒

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

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

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 19 March 2021	

Post event review	
Identify how the condition(s) is met: N/A	
Date condition(s) met: N/A	
Revised outcome after condition(s) met: N/A	**MET** ☐ **NOT MET** ☐

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	☒	☐
Programme specification(s)	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for midwives*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration midwifery programmes* (NMC, 2019) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the LME	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	☒	☐

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route for approval.		
List additional documentation: None identified.		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: September 2020 cohort year one x three students September 2019 cohort year two x two students September 2018 cohort year three x four students		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation: There's no apprenticeship for approval.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☐	☒

Educational audit tools/documentation		☐	☒
Practice learning environments		☐	☒
If yes, state where visited/findings:			
System regulator reports reviewed for practice learning partners		☒	☐
System regulator reports list: Chesterfield Royal Hospitals NHS Foundation Trust CQC inspection report, 29 May 2020 United Lincolnshire Hospitals NHS Trust CQC inspection report, 17 October 2019 Nottingham University Hospitals Trust CQC inspection report, 14 March 2019			
If you stated no above, please provide the reason and mitigation: UoN is an established AEI and midwifery education provider therefore there's no requirement for resource visits.			
Additional comments: None identified.			

<table>
<tr><td colspan="5">Mott MacDonald Group Disclaimer

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<tr><td colspan="5">Issue record</td></tr>
<tr><td colspan="5">Final Report</td></tr>
<tr><td>Author(s):</td><td>Penelope Goacher
Julie Foster</td><td>Date:</td><td colspan="2">22 March 2021
24 March 2021</td></tr>
<tr><td>Checked by:</td><td>Patricia Hibberd</td><td>Date:</td><td colspan="2">1 April 2021</td></tr>
<tr><td>Submitted by:</td><td>Amy Young</td><td>Date:</td><td colspan="2">8 June 2021</td></tr>
<tr><td>Approved by:</td><td>Leeann Greer</td><td>Date:</td><td colspan="2">10 June 2021</td></tr>
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