

Programme approval report

Section one

Programme provider name:	University of the West of Scotland
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	NHS Lanarkshire NHS Greater Glasgow and Clyde NHS Ayrshire and Arran NHS Dumfries and Galloway NHS Highland (Argyll and Bute)
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 type="checkbox"/>
Title of programme(s):	MSc Midwifery with Registration BSc Midwifery
Academic levels:	
Registered Midwife - 18M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 24M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input 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 type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input checked="" type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input checked="" type="checkbox"/> Level 11

Registered Midwife - degree apprentice	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11								
Date of approval visit:	17 March 2021								
Programme start date:	<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;">Registered Midwife – 18M</td> <td>N/A</td> </tr> <tr> <td>Registered Midwife – 24 M</td> <td>N/A</td> </tr> <tr> <td>Registered Midwife – 36 M</td> <td>6 September 2021</td> </tr> <tr> <td>Registered Midwife – degree apprentice</td> <td>N/A</td> </tr> </table>	Registered Midwife – 18M	N/A	Registered Midwife – 24 M	N/A	Registered Midwife – 36 M	6 September 2021	Registered Midwife – degree apprentice	N/A
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Registered Midwife – degree apprentice	N/A								
QA visitor(s):	Registrant Visitor: Suzanne Crozier Lay Visitor: Doug Carr								

Section two

Summary of review and findings

The University of the West of Scotland (UWS), school of health and life sciences is an established and experienced approved education institution (AEI). The AEI has submitted for approval a BSc and a MSc full time three-year pre-registration midwifery programme. Both programmes lead to registration with the Nursing and Midwifery Council (NMC) as a midwife. There are named exit awards for students who fail to complete the programme or meet the Standards of proficiency for midwives (SPM) (NMC, 2019). It is clear in programme documentation for both programmes that the exit awards do not confer eligibility to register as a midwife with the NMC.

The approval visit is undertaken remotely due to COVID-19.

There is a new lead midwife for education (LME) in post and documentary evidence indicates that UWS actively supports and promotes the strategic role of the LME to represent midwifery at both local and national forums. Practice learning partners (PLPs), practice assessors and practice supervisors confirm their involvement in the development of both the Scottish midwifery practice assessment document (MPAD) and the programmes. There is evidence of effective collaborative working with a range of stakeholders and those we met tell us they feel listened too and gave examples of how the programmes had changes because of their feedback. The inclusion of the neonatal and infant physical examination is supported by the Scottish short life working group which exemplifies the collaborative approach to facilitating the implementation of the future midwife standards in Scotland.

The BSc Midwifery and MSc Midwifery programmes reflect the SPM (NMC, 2019). There is a comprehensive mapping tool which illustrates how the programme addresses the SPM and EU directives. The curriculum framework and philosophy embed the SPM domains and proficiencies throughout the programmes and the values of respect, resilience, kindness and commitment are developed and assessed. There is a focus on perinatal and infant mental health which seeks to enable the student to assess, plan and provide care that promotes the wellbeing of women, whilst recognising the need for interdisciplinary and multiagency team working. Documentary evidence articulates the shared learning experiences provided with other students and opportunities to work with other professionals in practice. We are told there is an action plan to increase opportunities for inter-professional learning (IPL) and students confirmed that opportunities to work with other professionals are provided in theory and practice.

The midwifery programmes use simulation to enable students to develop skills in a safe environment, enhancing confidence and competence when undertaking clinical experience. There is a clinical skills strategy in place and documentary

evidence of a simulation suite incorporating dedicated midwifery skills laboratories which incorporate video recording and playback technology.

Documentary evidence indicates that the programme contains 2400 theory hours and 2325 practice hours. There is a programme flow diagram which illustrates the student journey with study, theory and holiday weeks highlighted. Programme and module documentation is clear that all practice hours must be completed. There is an academic attendance and engagement procedure which ensures that students complete the minimum required hours.

The programme descriptors illustrate a range of teaching and learning strategies. There is a mix of face-to-face learning on campus and online learning where educators can teach students remotely and in-person using tools such as video conferencing. Students from both the BSc and MSc programme confirm there is effective support for learning from both academic and support staff. Practice supervisors and assessors tell us that they are supported in their role and that there is a strong link with the programme team facilitated by regular meetings.

UWS is presenting the MPAD for approval. The MPAD is designed to ensure that the programmes meet the SPM and the Standards for student supervision and assessment (SSSA) (NMC, 2018). This is the first time the MPAD has been presented as part of programme approval within Scotland. The MPAD is the result of a collaborative development with other AEIs in Scotland and is based on the Scottish nursing practice assessment document. Practice based partners, students and service users (SUs) were involved in the development of the MPAD and the national arrangements for the management and evaluation of practice learning in Scotland are expected to continue. The MPAD clearly identifies the domains and proficiencies to be achieved across the programmes and differentiates between Scottish Credit and Qualifications Framework (SCQF) levels within the context of the UWS practice learning module outcomes. UWS documentation indicates practice outcomes are to be met as pass or fail; there is no grading applied. SPM domains one to five are mapped across each year of the programme to reflect the context of the UWS programme content and outcomes. The skills detailed in domain six of the SPM are clearly visible and evidenced within the MPAD.

The role of the nominated person, practice supervisor, practice assessor and academic assessor is described and supported by a national framework for practice supervisors, practice assessors and academic assessors in Scotland (NHS Education for Scotland (NES), 2019). The requirements of SSSA are articulated within the MPAD but the opportunities for the practice assessor, practice supervisor and academic assessor to document communication effectively, requires revision.

Students on the existing BSc and MSc will transfer onto the new programmes in September 2021 and there is documentary evidence of mapping of the old programme outcomes onto those required for SPM. Students tell us they have been consulted over the proposed changes and welcome the enhancements that

the new programme will bring. The programme team tell us that the academic assessor will map students' progress from the existing ongoing achievement record (OAR) to the new MPAD. A mapping document is required to demonstrate how this will be managed and to ensure that all the SPM are met.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the SSSA (NMC, 2018) are not met at programme level and conditions apply.

The programme is recommended for approval subject to two NMC conditions and two university conditions. There are six university recommendations.

Update 4 May 2021:

UWS provided documentary evidence which confirmed that condition one and condition two are met.

The chair of the UWS approval panel has confirmed that the university conditions are approved.

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:**
Condition four: Exit title – BSc Midwifery.
School to ensure the suitability of Cert/DipHE health studies exit title for use across a range of school of health and life sciences programmes, to provide assurances that the health studies subject benchmark is broad enough to cover the subject areas where differing learning outcomes exist. (University condition)
- Practice learning:**
None identified.

	<p>Assessment, fitness for practice and award: Condition one: UWS must provide a mapping document that demonstrates how the NMC (2019) SPM will be achieved in the transfer of students from the existing OAR to the MPAD. (SFNME R5.1)</p> <p>Condition two: UWS must revise the MPAD to ensure that it enables sufficient opportunities for practice supervisors and students to engage with practice and academic assessors throughout the programme. (SSSA R4.3; Standards for pre-registration midwifery programmes (SPMP) R4.2)</p> <p>Education governance: management and quality assurance: Condition three: Programme specification/module descriptors/programme handbook to be reviewed and revised to include (not exhaustive) –</p> <ul style="list-style-type: none"> • MSc Midwifery – to include four exit titles on introductory page of programme specification (GradCert/Dip maternal studies, PgC/PgD maternal health) • Programme structure (to demonstrate delivery) to be transferred from the programme design and development plan into the programme specification when appropriate • Review of learning outcomes within module descriptors to ensure accurate reflection of SCQF levels and to demonstrate clearer distinction between undergraduate and postgraduate study • Indicative resources in module descriptors – consider a maximum of five core text be identified with inclusion of recent resources. Additional resources can feature as recommended • To make certain, programme specifications and module descriptors contain sufficient information to be compliant with competition and markets authority requirements – detailed information to be provided in module handbooks and module virtual learning environment sites. Teams need to guarantee they deliver what is stated in the published guidance. (University condition)
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<p>Date condition(s) to be met:</p>	<p>19 April 2021</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: In recognising the increased variability in module size, the team is asked to clearly articulate that the academic rigour is calibrated to the credit value of the module and in particular for the larger credit placement modules. (University recommendation)</p> <p>Recommendation two: As the new programmes are implemented, the team should continue to monitor the balance between credits/learning outcomes and mode of assessment. For example, perinatal mental health, 20-credits, four learning outcomes and a 30-minute oral presentation. (University recommendation)</p> <p>Recommendation three: The panel welcomed the collaborative approach taken in the development of the new MPAD. The Panel recognised the risks associated with a three-year physical MPAD and would actively support the continued exploration of alternative electronic options, noting a working group was underway to explore this, and to encourage consultation with practice education facilitators (PEFs), practice supervisors and practice assessors in this discussion to ensure awareness and a smooth transition once operational. (University recommendation)</p> <p>Recommendation four: The increasing importance of use of clinical simulation to enable transfer of skills from theory into practice was noted. The panel suggested allocation of a Simulation champion for the school of health life sciences (HLS) who would drive this critical area forward both internally and at a national level. (University recommendation)</p> <p>Recommendation five: The ambitions for increased IPL approaches for midwifery were noted. The panel would encourage a clearer strategy and wider divisional involvement across the school of HLS and supports the ongoing plans to take forward sharing of clinical simulation/learning with the UWS paramedic team to maximise effectiveness of IPL to benefit sharing of resources, and to benefits students' learning. (University recommendation)</p>

	Recommendation six: Mindful of post-COVID-19 impact and EU exit, the team is encouraged to continue to explore and offer international opportunities to students within the constraints that exist. (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:	
<p>UWS provided additional documentation which describe how each of the NMC conditions have been met. University conditions are confirmed as met.</p> <p>A mapping document has been presented which has been populated to demonstrate how the NMC (2019) SPM will be achieved in the transfer of students from the existing UWS OAR to the national MPAD for Scotland.</p> <p>Condition one is now met.</p> <p>The MPAD has been updated to ensure there are sufficient opportunities for practice supervisors and students to engage with practice and academic assessors throughout the programme. The changes have been developed collaboratively with the MPAD steering group in Scotland.</p> <p>Condition two is now met.</p>	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	Correction to SCQF levels, and removal of the term carers from the report. The current midwifery practice assessment transfer tool is now referred to as the OAR.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	4 May 2021

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p>Standards for pre-registration midwifery programmes (NMC, 2019)</p> <p>The Future midwife: Standards of proficiency for registered midwives (NMC, 2019)</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standards for student supervision and assessment (NMC, 2018)</p> <p>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018)</p> <p>Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020)</p> <p>QA Handbook (NMC, 2020)</p>
Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students, and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standard 1: The learning culture:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality:</p> <p>R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders</p> <p>R2.4 comply with NMC Standards for student supervision and assessment</p> <p>R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes</p> <p>R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation</p> <p>R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection</p> <p>Standard 3: Student empowerment:</p>

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

There is documentary evidence of UWS systems and processes to promote effective partnership working. PLPs report that there is effective collaboration with the AEI at strategic and operational levels. The programmes and MPAD have been designed with input from stakeholders and PLPs describe their involvement as a continuous process from programme design through to recruitment and support in practice.

The University's educational framework identifies the importance of providing students with interdisciplinary learning opportunities to meet programme outcomes and professional standards. The programme team tell us there is a developing IPL strategy, to increase and enhance opportunities for midwifery students. This includes a new opportunity for a partnership with a medical school to facilitate opportunities for learning with student doctors.

The University provides guidance notes for how SUs can engage with programmes within the school detailing the ways in which they can enhance the students overall experience. A SUs and carers engagement group exists, which seeks to ensure that the education of current and future health care professionals includes the authentic voice of those with lived experience. The senior staff within the school and the programme team tell us that they are seeking to establish a midwifery focused group to develop SUs involvement further. SUs tell us that they are actively involved in recruitment and selection and receive specific training, on aspects such as unconscious bias, to support them in their selection and recruitment role.

UWS has a conduct, competence, and fitness to practice (FTP) procedure which aims to ensure that students have the skills and good character to practice safely and effectively. A designated academic member of school staff has responsibility for ensuring that the FTP process is supported and maintained. Senior staff confirm that FTP reports and outcomes are monitored by the University enabling review of lessons learned. Students tell us that the requirements of the FTP and raising concerns are made known to them and that they are given prominence in programme handbooks and learning activities. Information about the ways in which the university works in partnership with PLPs to manage these processes is clear. Students confirm that they understand their responsibilities about FTP and raising concerns and that the process is given a prominence through their studies.

There is documentary evidence of a student success policy statement which details how staff and students can work together in partnership to provide a good student experience. An education enabling plan evidences the ways in which the university gathers and responds to student feedback. Students and programme staff tell us that the student voice is heard through a variety of formal and informal mechanisms. Prominence is given to the staff student liaison group (SSLG) as an important vehicle for sharing aspects of the student experience which both programme staff and students value. Students tell us that representation is effective and that they are also involved university wide committees.

UWS has a designated practice learning unit (PLU), which has a practice learning lead (PLL) coordinating all practice learning related activities within the university and with practice partners. The PLL and PLU staff meet regularly with practice partners at both strategic divisional meetings and operational practice learning forum. UWS have memorandums of agreement with all PLPs. NES host an online quality management of the practice learning environment (QMPL) software system for all AEI's in Scotland. Documentary evidence identifies that practice staff and students are supported by PEFs who attend the midwifery team meetings and contribute to programme design and evaluation. Midwifery lecturers are identified as quality assurance academics (QAAs) who are assigned to practice placement areas and work in partnership with PEFs and practice partner staff. The practice placement areas are reviewed through the biannual audit in partnership with the PLPs, PEFs and QAA.

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: N/A	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>

Student journey through the programme	
Standard 1: Selection, admission and progression	
AEIs must:	
R1.1 appoint a <u>lead midwife for education</u> who is responsible for midwifery education in the AEI	
R1.2 inform the NMC of the name of the lead midwife for education	
R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes	
AEIs together with practice learning partners must:	
R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education	
R1.5 confirm on entry to the programme that students:	
R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document	
R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife	
R1.5.3 demonstrate values in accordance with the Code	
R1.5.4 have capability to learn behaviours in accordance with the Code	
R1.5.5 have capability to develop numeracy skills required to meet programme outcomes	
R1.5.6 can demonstrate proficiency in English language	
R1.5.7 have capability in literacy to meet programme outcomes	
R1.5.8 have capability for digital and technological literacy to meet programme outcomes	
R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes	
R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC Guidance of health and character . This includes satisfactory occupational health assessments and criminal record checks	

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

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

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

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

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

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

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

YES NO

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

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

YES NO

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

YES NO

R1.5.3 demonstrate values in accordance with the Code

YES NO

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

YES NO

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

YES NO

R1.5.6 can demonstrate proficiency in English language

YES NO

R1.5.7 have capability in literacy to meet programme outcomes

YES NO

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

YES NO

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

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

MET NOT MET

R1.6 is met. Documentary evidence indicates a team of staff and support services with the skills required to support students to progress and meet the SPM (NMC, 2019). UWS programme specification makes explicit entry requirements for literacy and numeracy and confirms that accreditation of prior learning is not permitted. There is documentary evidence of a range of strategies to support students' continual development of numeracy, digital and technological literacy. Students and PLPs confirm that these strategies are effective, and students are prepared for practice.

The development of numeracy skills is facilitated using the safe medicate eLearning package in each year of both programmes. Students undertake a formative health numeracy diagnostic assessment to determine their knowledge baseline prior to going out to the practice learning environment. There is a summative assessment of numeracy in year two of both programmes and students confirm that there is support provided to prepare for this.

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

This standard is not applicable to the programmes presented which are both three years in length.

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.

Programme documentation describes and provides a clear mapping tool which illustrates how student learning from the 2013 programme is mapped to that proposed for 2021. Programme flow diagrams illustrate how the minimum hours in theory and practice required by the NMC will be assured. All students will transfer onto the new programme and there is documentary evidence of consideration of how students who have interrupted the programme can complete. Documentary evidence describes how students will be prepared for using the MPAD. The programme team tell us that the transfer of the practice learning outcomes onto the new MPAD will be managed by the academic assessor. Documentary evidence is required to confirm the mapping from the OAR to the MPAD.
(Condition one)

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.

Programme documentation indicates that all the midwifery lecturers are academic assessors and registered midwives. The senior team tell us that there are sufficient resources in place to support staff to undertake the academic assessor role. PLPs confirm the collaborative Scottish approach to the implementation of SSSA and the preparation of clinical staff for the role of practice supervisor and practice assessor. Students confirm that SSSA was introduced as part of the emergency standards (NMC, 2020) and that they receive effective support in practice from clinical and academic staff. The Scottish approach to SSSA identifies the practice supervisor as the nominated person and students tell us this is well understood. The MPAD includes a clear flow chart for students to use if they wish to seek clarification on practice learning.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to selection, admission and progression are met

YES NO

The programme team indicate that the planned transfer will move students from the OAR to the MPAD and that a process is in place to manage this. Documentary evidence is required to confirm the mapping from the OAR to the MPAD.
(Condition one)

Outcome

Is the standard met?

MET **NOT MET**

Documentary evidence is required to confirm the mapping from the OAR to the MPAD.

Condition one: UWS must provide a mapping document that demonstrates how the NMC (2019) SPM will be achieved in the transfer of students from the existing OAR to the MPAD. (SFNME R5.1)

Date: 17 March 2021

Post event review

Identify how the condition(s) is met:

A mapping document has been presented which has been developed in collaboration with the Scottish MPAD group. This has been populated to demonstrate how the NMC (2019) SPM are achieved in the transfer of students from the existing UWS OAR to the national MPAD for Scotland. The document illustrates that all proficiencies can be mapped and achieved in the transfer between programmes.

Evidence.

Response to conditions, 19 April 2021

Condition one MPAD Scotland UWS NMC domains mapping document, 17 April 2021

Date condition(s) met 4 May 2021

Revised outcome after condition(s) met:

MET **NOT MET**

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. There is documentary evidence of SU involvement in the design, development, and delivery of the programme. Examples include SU stories informing design of the programmes and being used within timetabled activities for students. SUs are involved in teaching and learning in classroom settings complementing input from representatives from external agencies such as the Down's syndrome association and the stillbirth and neonatal death society. SUs confirm that they have active involvement in the development of the new midwifery programmes and particularly the development of the MPAD. There is documentary evidence of SU involvement in recruitment and selection and they tell us that they receive specific training, on aspects such as unconscious bias, to support them in their selection and recruitment role.

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 is delivered in Scotland.

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 MPAD evidence that theory and practice learning are integrated and designed to support student progression. The senior school team and senior leads from PLPs confirm that there are effective mechanisms in place to enable the management of student numbers and placement capacity. There is documentary evidence that PLPs work collaboratively with each other and UWS to ensure that students are exposed to a range of midwifery practice. Students tell us that their learning is well organised and that the integration of theory and practice within the larger modules proposed for approval will enhance their experience further.

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 describes how simulation is embedded within the practice modules in each programme. Simulation is designed to prepare

students for clinical practice and to enhance confidence in psychomotor skills. UWS houses a simulation suite which includes dedicated midwifery laboratories and a video playback system to enable peer debriefing and reflection. In exceptional circumstance where students are unable to obtain certain proficiencies simulation is used for example for skills relating to obstetric emergencies. The programme team tell us that simulation is well resourced and supported by UWS and students confirm that there is support for skill development in theory and practice.

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

MET **NOT MET**

R2.8 is met. Documentary evidence indicates that the programme contains an equal balance of theory hours and practice hours. There is a programme flow diagram which illustrates the student journey with study, theory and holiday weeks highlighted. Programme and module documentation is clear that all practice hours must be completed. There is an academic attendance and engagement procedure which ensures that students complete the minimum required hours of 50 percent theory and 50 percent practice. The programme team tell us that teaching and learning strategies reflect the UWS learning and teaching strategy. Documentary evidence indicates that there is a hybrid model of module delivery utilising the flipped classroom approach. Students' on the MSc programme confirm that they are supported to develop the learner autonomy expected at post graduate level through seminars and peer led learning.

Evidence provides assurance that the following requirements are met

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

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

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

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

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

Not applicable to this programme, as no post registration approval is sought.

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,

<p>and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p> <p>Not applicable to this programme, as no post registration approval is sought.</p>
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p> <p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 17 March 2021</p> <p>Post event review</p> <p>Identify how the condition(s) is met: N/A</p> <p>Date condition(s): N/A</p> <p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/> N/A</p>

<p>Standard 3: Practice learning</p> <p>AEIs together with practice learning partners must:</p> <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. The PLU at UWS has a PLL and service delivery coordinators that allocate a range of student placements in conjunction with service level agreements overseen by the PEFs. Programme information describes how students will have the opportunity to experience a range of maternal and infant care experiences across both programmes. Each year students undertake theory and related practice learning opportunities which include antepartum, intrapartum, postpartum and neonatal, gynaecology and women's health. Additional opportunities are provided with specialist services for women with particular needs such as teenage women and those with mental health needs.

The MPAD is divided into two pathways one for those students allocated to a best start continuity team and one for those allocated to a standard placement pattern. Both facilitate the achievement of the SPM. Students, PEF's and practice supervisors confirm there is an effective system in place which uses QMPLE to manage student allocation and capacity. The senior team in the school tell us that student numbers are managed in partnership with NES and there is representation of all stakeholders when discussing numbers and capacity.

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 describes the range of placement learning experience available to students on both programmes. The programme team and PLPs tell us that placement opportunities are available in differing settings across remote-rural and rural-urban areas. Students are allocated to either a best start team or to standard placement provision. The MPAD indicates that neonatal and infant physical examination is assessed under direct supervision in preparation for

future autonomous practice. The implementation of neonatal and infant examination across Scotland has been supported by the newborn examination short life working group, (NES 2021). The working group ensures a pan Scotland approach to the preparation and support for midwives to undertake neonatal and infant examination. This includes shared training materials and for students there is a clinical log in the MPAD to record progress.

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 is documentary evidence that students undertake a range of practice placement experiences that enable inter-disciplinary and multiagency working. The MPAD includes an inter-professional experiences sheet to record activities for each placement. The programme team tell us that student engagement with other professionals is monitored by the practice assessor and academic assessor and opportunities will be provided to enable students to meet this requirement. Practice assessors, supervisors and students confirm the availability of suitable learning experiences with other professionals and agencies and tell us of the value these add to the practice learning environment.

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. The best start model of care is currently being rolled out in Scotland to facilitate continuity of care. UWS works with five health boards who are at different stages of implementation. Where best start teams exist, students are allocated to them for the duration of the programme with additional placements provided in labour ward, women's health and the neonatal unit. Where best start teams do not exist, students undertake a personal case load of two women in the final year of the programme. They are supported by a practice supervisor who will facilitate students to plan, provide and evaluate care for women across the childbirth continuum. PLPs tell us that the roll out of best start in Scotland is increasing the range of midwifery led and continuity service available for students.

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 and module documentation indicates that students are provided with the opportunity to work diverse populations such as asylum seekers,

women in prison and via contact with the voluntary sector. The MPAD includes pages to record SU feedback on performance as part of the evidence to support the achievement of proficiency. The programme team tell us that this has been designed to enable feedback from women who speak different languages or have poor literacy skills. Practice supervisors and assessors confirm that students are enabled to care for women in differing settings.

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. The programme plans and MPAD evidence the range of practice learning experiences which will enable students to meet the proficiencies for additional care needs. Module documentation indicates appropriate knowledge is provided with a focus on perinatal mental health and complex care delivery in year two of each programme. The practice module descriptors present how students can practise obstetric emergencies and complicated childbirth within a simulated environment. Practice supervisors and assessors confirm that appropriate experience is available and that this has been assured when adaptations have had to be made for example in response to the emergency standards (NMC, 2020).

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. Documentary evidence indicates that UWS has a reasonable adjustment procedure which enables adjustments to be made to teaching, learning and assessment in both theory and practice settings. There is a midwifery lecturer who oversees equality, diversity and reasonable adjustments and who works closely with academic staff. Students tell us that this procedure is well understood and communicated in both practice and theory settings.

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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met		
	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 17 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 <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Standard 4: Supervision and assessment

AEIs together with practice learning partners must:

- R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC [Standards framework for nursing and midwifery education](#)
- R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC [Standards for student supervision and assessment](#)
- R4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes
- R4.4 provide students with feedback throughout the programme to support their development
- R4.5 ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 percent
- R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife
- R4.7 ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives, and
- R4.8 ensure the knowledge and skills for midwives set out in Article 40(3) and the activities of a midwife specified in Article 42 of Directive 2005/36/EC have been met as outlined in Annexe 1 of this document

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. PLPs confirm that there are agreed quality assurance arrangements in place for practice learning and that communication with UWS is effective. UWS has a designated PLU, which has a PLL coordinating practice learning related activities within the university and with practice partners. Documentary evidence identifies that practice staff and students are supported PEFs and we are told by students and practice supervisors and assessors that this support is effective. There is an NES online QMPLE software system. QMPLE comprises practice learning profiles for each practice learning area and is accessible to QAAs, students, PEFs, and PLPs.

When commencing practice placements, students are encouraged to identify any reasonable adjustments required with their nominated practice supervisor and their nominated practice assessor. Students tell us that they were aware of the ability to request reasonable adjustments particularly with respect to practice setting experience and that practice staff also understood their responsibilities in supporting such requests.

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. There is a national framework for practice supervisors, practice assessors and academic assessors in Scotland (NES, 2019). PLPs tell us that there has been a national upskilling and preparation programme for staff about the requirements of SSSA. Practice assessors and supervisors confirm that they are prepared for and understand their role. Students tell us that the introduction of SSSA as part of the emergency standards was understood and is well managed in practice.

The MPAD has been a collaborative development between the AEIs in Scotland who provide midwifery education and is based on the approach used in the MPAD. The MPAD is divided into three parts, one for each year of the programme and it is clear which proficiencies must be achieved by the end of each part. The academic assessor and practice assessor must confirm completion of each part before the student can progress. There is an initial learning development plan meeting for each placement with the practice supervisor or assessor and an interim review with the practice supervisor or assessor. It is not clear when the practice

supervisor will have opportunities to engage with the practice assessor and academic assessor prior to the final assessment point. (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. Student achievement of proficiencies is recorded in the MPAD. The MPAD includes and is mapped to UWS module learning outcomes which provide the context for student learning and assessment. Documentary evidence describes how the MPAD is an integral part of the learning process and provides clear evidence of student learning and reflection. Review of the MPAD indicates that it provides evidence of learning from both practice and academic activities evidencing achievement of the SPM. The programme team tell us that practice is assessed as pass or fail at UWS. Articulation of the development of students through the programme is based on the participation in care framework. The framework describes how students should develop from dependant performance in year one, to developing independence in year two and independent performance in year three. The MPAD provides guidance for practice supervisors and assessors on using the framework and the proficiencies for domains one to five are mapped to each year to facilitate staged development. The programme team tell us that the skills identified within domain six are to be achieved across the programme. This is facilitated by the initial learning development plan for each placement area and monitored by both the practice assessor and academic assessor. There is opportunity for some skills to be achieved by simulation at the end of part three if suitable experience has not been available.

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

MET **NOT MET**

R4.4 is met. The programme documents show that there are processes in place to provide students with feedback throughout the programme. Constructive information is included for each module assessment and there are both formative and summative components which contribute to student progression. There is documentary evidence of a range of assessments and appropriate mechanism for feedback on academic work. Students tell us that they feel supported, and academic staff are approachable and responsive.

The MPAD provides opportunities for students to receive feedback from the practice supervisor or assessor during and at the end of each placement. There is also opportunity for the student to confirm they have received feedback and had the opportunity to discuss this with the practice assessor. SUs are able to provide feedback on student performance and this is recorded in the MPAD.

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

SSSA R4.3 is not met as it is not clear when the practice supervisor will have opportunities to engage with the practice assessor and academic assessor prior to the final assessment point. (Condition two)

Outcome

Is the standard met?

MET **NOT MET**

The MPAD includes record sheets for an initial learning development plan meeting for each placement with the practice supervisor or assessor and an interim review with the practice supervisor or assessor. It is not clear when the practice supervisor will have opportunities to engage with the practice assessor and academic assessor prior to the final assessment point.

Condition two: UWS must revise the MPAD to ensure that it enables sufficient opportunities for practice supervisors and students to engage with practice and academic assessors throughout the programme. (SSSA R4.3; SPMP R4.2)

Date: 17 March 2021

Post event review

Identify how the condition(s) is met:

The MPAD has been updated to ensure there are sufficient opportunities for practice supervisors and students to engage with practice and academic assessors throughout the programme. The changes have been developed collaboratively with the MPAD steering group in Scotland.

The MPAD guidance pages have been updated to make clear the formal requirement for practice supervisors and students to engage with practice and academic assessors. An additional record sheet has been inserted throughout the MPAD for each placement ensuring there are sufficient opportunities to share and record information about student progress. UWS have also mapped all opportunities for students to engage with practice assessors within the MPAD process as part of the response to the condition.

Evidence.

Response to conditions, 29 April 2021

Condition two. UWS BSc MSc Midwifery MPAD V11, 28 April 2021

Date condition(s) met: 4 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

The lower-level awards are clear that there is no professional recognition or opportunity for NMC registration.

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: 17 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 <input type="checkbox"/> NOT MET <input type="checkbox"/>
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 (NMC, 2018) (Gateway 1)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment (NMC, 2018) apply to the programme(s) (Gateway 2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration midwifery programmes (NMC, 2019) (Gateway 3)</i>	<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 type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route has not been proposed.		
List additional documentation: NES newborn examination short life working group, February 2021 NES. A national framework for practice supervisors, practice assessors and academic assessors in Scotland, 2019 UWS SU and stakeholder involvement in curriculum design, development and delivery, undated		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: BSc year one x three students BSc year two x one student BSc year three x two students MSc year one x one student MSc year two x one student MSc year three x one student		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route is not presented for approval.		

Additional comments:
None identified.

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

	YES	NO
Specialist teaching accommodation (e.g., clinical skills/simulation suites)	<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: Healthcare Improvement Scotland reports: Aesthetic Room Aberdeen Ltd, 11 September 2020 Castle Craig Hospital Limited, 13 October 2020 Queen Elizabeth University Hospital (including Institute of Neurosciences and Royal Hospital for Children) NHS Greater Glasgow and Clyde, 29–31 January 2019 Service: Robin House Hospice, Baloch. Children’s Hospices Across Scotland, 16–17 April 2019 ROC Private Clinic, Aberdeen, 9 December 2019 Royal Hospital for Sick Children and Department of Clinical Neurosciences, Western General Hospital NHS Lothian, 22–24 October 2019 Scoping exercise report National Hub for Reviewing and Learning from the Deaths of Children and Young People, August 2020 Hospital for Sick Children and Department of Clinical Neurosciences, Western General Hospital NHS Lothian, 22–24 October 2019 Western Isles Hospital NHS Western Isles, 15–16 July 2019 YourGP, Edinburgh, 26 October 2020		
If you stated no above, please provide the reason and mitigation: UWS is an established AEI. A resource check is not required.		
Additional comments: None of the above providers place midwifery students. The AEI and PLPs have systems in place to manage and report concerns.		

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):	Suzanne Crozier Doug Carr	Date:	24 March 21
Checked by:	Pamela Page	Date:	31 March 2021
Submitted by:	Lucy Percival	Date:	20 May 2021
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