

**Programme approval report**

**Section one**

<b>Programme provider name:</b>	University of Greenwich
<b>In partnership with:</b> <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	Kings College Hospital NHS Foundation Trust Dartford and Gravesham NHS Trust Medway NHS Foundation Trust Barts Health NHS Trust Lewisham and Greenwich NHS Trust Medway NHS Foundation Trust East Sussex Healthcare Trust Guy's and Thomas' NHS Foundation Trust, Maidstone and Tunbridge Wells NHS Trust, University College London Hospitals NHS Trust
<b>Programme reviewed:</b>	Registered Midwife - 18M <input type="checkbox"/> Registered Midwife - 24M <input type="checkbox"/> Registered Midwife - 36M <input checked="" type="checkbox"/> Registered Midwife - degree apprentice <input checked="" type="checkbox"/>
<b>Title of programme(s):</b>	BSc (Hons) Midwifery  BSc Midwifery  Midwifery Degree Apprenticeship
<b>Academic levels:</b>	

Registered Midwife - 18M	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>								
Registered Midwife - 24M	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>								
Registered Midwife - 36M	<p>England, Wales, Northern Ireland  <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>								
Registered Midwife - degree apprentice	<p>England, Wales, Northern Ireland  <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>								
<b>Date of approval visit:</b>	1 October 2020								
<b>Programme start date:</b>	<table border="1"> <tr> <td>Registered Midwife – 18M</td> <td></td> </tr> <tr> <td>Registered Midwife – 24 M</td> <td></td> </tr> <tr> <td>Registered Midwife – 36 M</td> <td>11 January 2021</td> </tr> <tr> <td>Registered Midwife – degree apprentice</td> <td>11 January 2021</td> </tr> </table>	Registered Midwife – 18M		Registered Midwife – 24 M		Registered Midwife – 36 M	11 January 2021	Registered Midwife – degree apprentice	11 January 2021
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Registered Midwife – 24 M									
Registered Midwife – 36 M	11 January 2021								
Registered Midwife – degree apprentice	11 January 2021								
<b>QA visitor(s):</b>	<p>Registrant Visitor: Nicola Hadlett</p> <p>Lay Visitor: Jennifer Dye</p>								

**Section two**

**Summary of review and findings**

The University of Greenwich (UoG) the school of health sciences (the school) within the faculty of education, health and human sciences (the faculty) present a three-year full-time BSc (Hons) midwifery pre-registration programme and a four-year midwifery degree apprenticeship programme for approval. The BSc (Hons) midwifery programme direct entry route is delivered twice-yearly and has two intakes in each academic year. The midwifery degree apprentice route is delivered once in each academic year.

Programme learning outcomes are designed to meet and reflect the Standards of proficiency for midwives (SPM) (NMC, 2019) and the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019).

UoG have written agreements in place with the following apprentice employer partners: Barts Health NHS Trust, Dartford and Gravesham NHS Trust, East Sussex Healthcare Trust, Lewisham and Greenwich NHS Trust, Medway NHS Foundation Trust, Guy's and Thomas' NHS Foundation Trust, Maidstone and Tunbridge Wells NHS Trust and University College London Hospitals NHS Trust.

All stakeholders confirm there's effective working partnerships and report involvement in the programme design and development. Stakeholders confirm contributing to the programme development and influencing its design.

The assessment of practice utilises the pan-England and Northern Ireland midwifery ongoing record of achievement (MORA). The SPM domain 6 of the skills domain is mapped to the MORA demonstrating programme learning outcomes meet the SPM.

The visit is undertaken remotely during the COVID-19 Pandemic.

Arrangements at programme level meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018). We are assured that the Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The programmes are recommended for approval subject to one NMC condition being met. Two joint NMC and university recommendations and two university recommendations are made.

Update 27 October 2020:

Evidence that the change required to meet the NMC condition has been provided.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b> None identified.</p> <p><b>Selection, admission and progression:</b> None identified.</p> <p><b>Practice learning:</b> None identified.</p> <p><b>Assessment, fitness for practice and award:</b> None identified.</p> <p><b>Education governance: management and quality assurance:</b> Condition one: Provide confirmation that the midwifery degree apprenticeship standard has been approved by the Institute for apprenticeships and technical education (IfATE). (SFNME R2.1; SPMP R2.1)</p>
<b>Date condition(s) to be met:</b>	29 October 2020
<b>Recommendations to enhance the programme delivery:</b>	Recommendation one: The programme team are advised to review the inter-professional learning (IPL) opportunities for the midwifery degree apprenticeship programme to provide opportunities for students to engage with a diverse range of professional groups within shared learning comparable with

	<p>direct entry students. (SFNME R1.13; SPMP R3.3) (NMC and university recommendation)</p> <p>Recommendation two: Facilitate a wider pool of service users to be more representative of the population and strengthen input into all aspects of the programme. (SFNME R2.7; SPMP R2.4) (NMC and university recommendation)</p> <p>Recommendation three: The programme team and school reach out to the Greenwich student union liberation groups to ensure the needs of all service users are recognised and met. (University recommendation)</p> <p>Recommendation four: In light of the impressive and innovative development of the Avatar, the panel recommends it is developed further to reflect more service users. (University recommendation)</p>
<b>Focused areas for future monitoring:</b>	None identified.

<b>Programme is recommended for approval subject to specific conditions being met</b>	
<b>Commentary post review of evidence against conditions:</b>	
Evidence is provided to meet the one condition. The condition and standard two are now met.	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Summary of observations made, if applicable</b>	One duplicate PLP identified. Date correction and clarity on participants of Inter-professional education conference. Spelling of Studiosity confirmed. The report reflects these amendments.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	27 October 2020

### Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><a href="#">Standards for pre-registration midwifery programmes</a> (NMC, 2019)</p> <p><a href="#">The Future midwife: Standards of proficiency for registered midwives</a> (NMC, 2019)</p> <p><a href="#">Standards framework for nursing and midwifery education</a> (NMC, 2018)</p> <p><a href="#">Standards for student supervision and assessment</a> (NMC, 2018)</p> <p><a href="#">The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</a> (NMC, 2015 updated 2018)</p> <p><a href="#">QA Framework for nursing, midwifery and nursing associate education</a> (NMC, 2018)</p> <p><a href="#">QA Handbook</a></p>

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><a href="#">Standards framework for nursing and midwifery education</a> (NMC, 2018)</p> <p><b>Standard 1: The learning culture:</b></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><b>Standard 2: Educational governance and quality:</b></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 <a href="#">Standards for student supervision and assessment</a></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>

**Standard 3: Student empowerment:**

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

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

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

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

**Standard 4: Educators and assessors:**

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

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

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

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

**[Standards for student supervision and assessment](#)** (NMC, 2018)

**Standard 1: Organisation of practice learning:**

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

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

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

**Standard 2: Expectations of practice supervisors:**

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

**Standard 3: Practice supervisors: role and responsibilities:**

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

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

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

**Standard 7: Practice assessors: responsibilities:**

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

**Standard 9: Academic assessors: responsibilities:**

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

**Findings against the standard and requirements**

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

Key stakeholders confirm there's established and effective partnership working with the programme team and practice learning partners (PLPs), service users and students in the development and delivery of the programme. Documentary evidence confirms a range of service users including, a local maternity voices partnership, children centre attendees and members of a service user group forum are involved in curriculum development. There's evidence of meetings involving service users whose views were included in the programme. Service users identified how effective communication skills are key, they report how they've influenced the programme design in terms of the importance of sound communication skills. Communication is a feature throughout the programme. They tell us their involvement in curriculum design activities has influenced the development of the programme.

Documentary evidence confirms partnership working with other approved education institutes (AEIs), PLPs, service users and students in the development of the MORA. There's evidence of a series of curriculum development meetings involving AEI, Students and PLPs.

Students and PLPs assure their involvement in both the curriculum development and ongoing monitoring of the programme demonstrating cyclical approach to planning and implementation. Students tell us meetings and the consultation process provide them with opportunities to contribute to programme development.

Documentary evidence confirms service user involvement in the development of the programme. Service users tell us they're involved in the development of the



curriculum. They describe their involvement in the development of a Down's syndrome pathway. They've co-produced an Avatar tool that uses games and digital media for students to learn about the childbearing pathway from a positive pregnancy test to the six weeks postnatal point.

Applicants who meet the entry requirements for the direct entry route are interviewed by service users where possible and academic staff and PLP representatives. Documentary evidence details the interview process and confirms the attendance of service users and PLPs who are supported by an academic member of staff.

Service users and students confirm their involvement in recruitment and selection process. Direct entry students tell us service users do attend interviews. Documentary evidence confirms midwifery degree apprenticeship recruitment is undertaken in partnership with employee partners (EPs) and school staff. Whilst service users do not participate directly in the interviews for the degree apprenticeship route, they do contribute to scenario writing used within the recruitment process.

PLPs confirm they are involved in the interview process and are contacted by the school for expressions of interest and availability, to ensure all interviews have PLP representation.

Documentary evidence confirms university staff must undertake equality and diversity training and interviewing training as part of mandatory training required for their appraisal. PLPs undertake equality and diversity training in line with Trust mandatory training. Discussion at the approval visit confirms some service users are registered midwives and academic staff who have recently accessed midwifery services. Service users access equality and diversity training. The programme team confirm plans to expand the UoG equality and diversity module available to all services users with the aim of extending the pool of service users. The plans include greater involvement of the maternity voices partnership group which will bring a more diverse range of service users to the programme. This vision was confirmed by the co-chair of this group.

Service users and PLPs confirm their involvement in the development of interview scenarios. Documentary evidence confirms the scenarios are discussed each year at the programme committee meeting, prior to the recruitment process commencing. The programme committee meeting is attended by students, practitioners and a service user representative.

Service users are involved in the design, development and delivery of the curriculum, both in theory and practice settings. This includes teaching, simulation, mentoring and committee membership. Service users lead sessions in the university and the MORA contains areas for service users to contribute to student feedback. Feedback in the MORA is overseen by practice supervisor and practice assessor. Practice supervisors and practice assessors confirm this occurs as a

routine part of student placement and students tell us this is facilitated for each practice learning placement.

There's evidence of support mechanisms in place for service users who deliver educational sessions. A member of the programme team is present to ensure sessions are facilitated appropriately. Experienced service users are still birth and neonatal death (SANDS) professional trainers, this enables them to deliver sessions independently.

The faculty service user and carer involvement strategy outlines strategies for increasing service user and carer co-production of public services. The strategy includes examples of how service user involvement can inform and enhance programmes of study. Discussion at the approval visit confirms examples of service user involvement in the midwifery programme and how to increase involvement. The panel are asked to consider how they can further use the contribution of service users in the programme. (Recommendation two)

Students tell us there's opportunities for them to share learning with students on other programmes. They describe shared learning with pre-registration nursing students from all fields, nursing associates, and paramedic students. Shared modules provide the opportunity for IPL. There are further opportunities for students to learn with pharmacy, social work and speech and language therapy students. Programme documentation confirms all students work in inter-professional groups collaboratively with service users to further explore the patient journey.

There's an annual inter-professional conference in which all health and social care students are able to participate. This learning opportunity is based on the UoG IPL education strategy. The programme team confirm students are facilitated to participate in the conference.

PLPs and EPs hold multi-professional team workshops in practice; for example, cardiotocograph workshops, these are accessible to all midwifery students. Midwifery degree apprenticeship students report shared learning however, they tell us they have a more limited exposure to the range of professionals identified by those students who undertake the direct entry route. (Recommendation one)

Documentary evidence confirms personal tutors support students in their portfolio development, which includes reflections based on IPL, these are discussed with students on an individual basis. A positive element of the student portfolio is the use of the NMC revalidation templates. Personal tutors can recommend inter-professional activities for elective practice learning experiences. Personal tutors are academic assessors in years one and three providing opportunities to scrutinise the MORA and support further inter-professional activities including, sexual health and outreach activities.

There are processes in place to monitor the quality of theoretical and practice

learning and ensure the SPM is met. The UoG quality assurance and enhancement framework ensures there's monitoring of the quality of each route. Educational audit of practice learning environments ensure practice learning is safe. Audits monitor the operationalisation of the SSSA. Practice assessment processes and documentation confirm practice learning is commensurate with the stage of the programmes and that students have exposure to practice learning experiences appropriate to the stage in the programme. Students confirm they're encouraged to be independent learners and frequently receive feedback on their performance in practice by service users, practice assessors and practice supervisors.

Programme documentation provides clear guidance on the process for students, practice assessors, practice supervisors and PLPs to raise concerns. Practice assessor, practice supervisor and academic assessor roles and responsibilities are detailed in the MORA.

Written confirmation by UoG and PLPs and apprentice EPs, to support programme intentions, programme and NMC standards, including supernumerary status of direct entry and midwifery degree apprenticeship students is in place.

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**

NA

**Student journey through the programme**

## Standard 1: Selection, admission and progression

### AEIs must:

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

### AEIs together with practice learning partners must:

- R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
- R1.5 confirm on entry to the programme that students:
  - R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document
  - R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
  - R1.5.3 demonstrate values in accordance with [the Code](#)
  - R1.5.4 have capability to learn behaviours in accordance with the Code
  - R1.5.5 have capability to develop numeracy skills required to meet programme outcomes
  - R1.5.6 can demonstrate proficiency in English language
  - R1.5.7 have capability in literacy to meet programme outcomes
  - R1.5.8 have capability for digital and technological literacy to meet programme outcomes
- R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes
- R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the [NMC Guidance of health and character](#). This includes satisfactory occupational health assessments and criminal record checks
- R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse 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. The programme is designed to develop academic skills, students have access to support including online academic feedback. The standardised numeracy assessment tool (SN@P) includes summative assessments at the end of each year, culminating in the requirement to achieve 100 percent pass mark in year three. Students use the online academic feedback facility Studiosity and the study application StudyGoal. There's additional support for students via the academic skills hub and extensive Information technology (IT) facilities on campus. Students access the virtual learning environment (VLE) Moodle which requires

them to use digital and technological skills. Panopto lecture capture and Turnitin plagiarism detection software further supports learning.

The programme team confirm the development of numeracy skills support students' development towards meeting the specific numeracy programme outcome of passing at 100 percent in year three of the programmes.

**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 made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully

YES  NO

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

YES  NO

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

YES  NO

**Proposed transfer of current students to the programme under review**

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

Direct entry students starting the programme in September 2020 will transfer onto the proposed programme at the beginning of year two in September 2021. All other direct entry students will continue on the current programme until completion.

The programme team have completed a mapping for the current programme year one against the proposed programme year one and identified transition points. The

mapping illustrates students transferring to the proposed programme after completing the current year one will be at a stage commensurate with the start of year two of the proposed programme.

Documentary evidence and the programme team confirm students were consulted on the transfer to the proposed programme at cohort meetings and through personal tutor groups. Documentary evidence confirms students signed agreement to transfer to the proposed programme.

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

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

All September cohort midwifery students transferred to the SSSA in September 2019. All March cohort midwifery students transferred to the SSSA in March 2020. This reflects the pan-London approach to the transfer to the SSSA.

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: 1 October 2020

**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:
  - R2.5.1 full time education and training as a midwife is a minimum of three years and 4,600 hours, or
  - R2.5.2 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
  - R2.5.3 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.

**Findings against the standard and requirements**

**Evidence provides assurance that the following requirements are met**

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

YES  NO

R2.1 is not met. Final approval of the midwifery degree apprenticeship standard must be confirmed by the IfATE. (Condition one)

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

YES  NO

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

*proficiency for midwives*

YES  NO

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

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

MET  NOT MET

R2.4 is met. Documentary evidence and the approval visit confirms women, partners, families and advocacy groups have been involved in the design and development of the programmes. The programme team demonstrate extensive consultation in meetings with the local maternity voices partnership group and service users at the local children's centre.

Documentary evidence confirms women and families are involved in teaching sessions including SANDS and perinatal mental health. The end of course conference includes a service user speaker.

The MORA requires women's feedback on student performance in the practice learning environment. Students tell us they receive written feedback from women, in the MORA, they also report verbal feedback is more frequently received.

Discussion at the approval visit confirms examples of service user involvement in the midwifery programme and how to increase involvement. The programme team are asked to consider how they can further use the contribution of service users in the programme. (Recommendation two)

**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 England.

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

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

**MET**  **NOT MET**

R2.6 is met. Students have a named personal tutor providing pastoral and academic support for the duration of the programme and module leads provide support with module assessments. The programme leads and lead midwife for education are also available to support students. University wide support is available to students.

In the practice learning environment practice supervisors and practice assessors support students alongside clinical practice educators and link lecturers and academic assessors.

Documentary evidence confirms practice learning environments provide ongoing exposure to antenatal, intrapartum and postnatal midwifery practice across the duration of the programmes. Students experience relevant spoke placements in year one and neonatal unit experience in year two. Students tell us case loading experience in year three is an excellent learning experience enabling the development of professional relationships with women and their families across the childbearing care pathway.

PLPs confirm there's opportunities for students to attend visits with specialist midwives and provide examples of vulnerable woman and safeguarding issues. PLPs tell us they are piloting a collaborative learning in practice model, facilitating increase in student numbers.

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

**MET**  **NOT MET**

R2.7 is met. Documentary evidence and the approval process confirms technology-enhanced and simulated learning opportunities are used effectively to support learning. There are clear references to technological systems in the programme that will be accessed by students, including the use of a VLE for teaching and learning. The SN@P programme supports the development of numeracy skills and medicine management with assessments each year culminating in a required 100 percent pass rate in year three of the programmes.

Simulated learning is developed using a variety of methods to simulate normal and emergency midwifery scenarios. The programme team confirmed VERA PCS (Patient Communication Simulators) is used for development of skills across professions. The VERA PCS focusses on clinical interview training, VERA being the name of the avatar. The practical obstetric multi-professional training (PROMPT) mannequins are used for development of skills in midwifery emergencies which may occur infrequently in the practice arena. Digital films support learning associated with the management of midwifery emergencies; students tell us this supports preparation for objective structured clinical examination (OSCE) assessments. The programme team describe the use of Sparrows farm, a home environment facility with a simulation kit for home environment scenarios.

Documentary evidence confirms UoG have invested in a simulation suite which will be completed this year. The programme team tell us this will further support simulation-based learning with an emphasis on the application of theory to practice. The simulation suite facilitates the development of clinical learning which occurs infrequently and provide a range of learning experiences. Examples include facilities to simulate hospital, maternity and neonatal units, consulting rooms, triage, out-patient departments and general practice surgeries.

Students confirm they undertake simulation to develop the skills required in emergency situations ensuring they are proficient at the point of registration.

Technology-enhanced systems students access are the VLE Moodle which requires them to use digital and technological skills. Panopto lecture capture and Turnitin plagiarism detection software further supports learning.

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

**MET**  **NOT MET**

R2.8 is met. Documentary evidence illustrates a plan for the direct entry route for all three years (parts). This plan shows an equal balance of theory and practice. The total theory and practice hours being 2302.5 each, totalling 4605 hours, with an equal balance of theory and practice. The midwifery degree apprentice route illustrates 2,385 hours of both theory and practice, 50 percent theory and 50 percent practice learning, culminating in total programme hours of 4,770.

These hours were confirmed by the programme team during the approval visit.

Documentary evidence confirms students experience the full 24-hour nature of healthcare. This is included in the 2019-2020 Practice Placement Guidelines, and we are told will be in the revised 2020-2021 Practice Placement Guidelines.

Documentary evidence in the student handbook makes clear to students that they are required to experience the 24-hour cycle of patient care with examples including night shifts.

**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

Not applicable to the programmes presented for approval.

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

YES  NO

Not applicable to the programmes presented for approval.

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

YES  NO

Final approval of the midwifery degree apprenticeship standard must be confirmed by the IfATE. (Condition one)

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

Final approval of the midwifery degree apprenticeship standard must be confirmed by the IfATE. (Condition one)

Condition one: Provide confirmation that the midwifery degree apprenticeship standard has been approved by the IfATE. (SFNME R2.1; SPMP R2.1)

**Date:** 1 October 2020

### Post event review

**Identify how the condition(s) is met:**

The AEI have confirmed IfATE have approved the midwifery degree apprenticeship (NMC, 2019) for delivery.

Evidence:

End point assessment (EPA) standard ST0948/AP01 (2019 standards), October 2020  
 AEI Response to NMC conditions midwifery, undated  
 Midwifery degree apprenticeship - Year planner, 2021-2022, undated

**Date condition(s) met:** 27 October 2020

**Revised outcome after condition(s) met:** MET  NOT MET

**Standard 3: Practice learning**

**AEIs together with practice learning partners must:**

- R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives
- R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families
- R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working
- R3.4 provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants
- R3.5 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services
- R3.6 provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual
- R3.7 take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities
- R3.8 ensure students experience the range of hours expected of practising midwives, and
- R3.9 ensure students are [supernumerary](#)

**Findings against the standard and requirements**

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

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

**MET**  **NOT MET**

R3.1 is met. Documentary evidence confirms students experience sufficient practice learning in all midwifery areas in each year of the programme to enable achievement of the SPM.

Practice assessors, academic assessors, link lecturers and clinical educators confirm collaboration in identification of IPL opportunities in the practice setting. Discussion also confirms collaboration in the assessment of practice process.

PLPs and clinical educators confirm student capacity is agreed and monitored via clinical governance meetings with the AEI and PLPs. Discussion confirms sufficient placement capacity for the number of students. The quality of practice learning is monitored and confirmed by the educational audit process which is considered at clinical governance meetings.

The MORA is mapped to the NMC (2019) SPM. The MORA contains the assessment of practice for the programme. Practice assessors confirm students' achievement and academic assessors in partnership with practice assessors confirm progression in the MORA. Students document personal reflections and action plans for future development in the MORA. The MORA includes areas for documenting feedback for students from service users.

Practice assessors, practice supervisors, academic assessors and nominated persons are already in place and are conforming to SSSA. Practice assessors confirm students are assessed on all NMC proficiencies in practice, this is documented in the MORA.

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. The programme documents confirm students experience all areas of midwifery practice in each year of the programme. Students are exposed to the role and scope of the midwife providing holistic care throughout the programmes. The MORA is mapped to domain 6 (skills domain) of the NMC (2019) SPM, evidencing all skills are achieved at the level of competence at the end of the programmes. Documentary evidence confirms modules link theory and practice.

Students confirmed case loading experience in year three as a valuable learning experience enabling them to deliver holistic care to women and their families.

PLPs confirm opportunities are available for all students to attend a wide variety of practice areas and specialist midwives.

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 in module specifications and the programme documents that students experience a range of learning opportunities including interdisciplinary and multi-agency team working. There is an IPL conference for second year students open to nursing associate, all fields of nursing, midwifery, paramedic social work and pharmacy students. In the practice arena students have opportunity for experiencing a range of learning opportunities with multi agency and disciplinary working.

Students confirm shared learning with students on other programmes, examples are the anatomy and physiology modules.

PLPs confirmed opportunities for learning across professions for example attendance at multi professional development sessions such as 'drills and skills' and clinical governance meetings. In addition, PLPs confirm all students have opportunity to experience other professional roles in the clinical environment, for example HIV and safeguarding leads.

Discussion at the visit confirmed because other professional programmes commence in September, the midwifery degree apprenticeship students starting in January have less exposure to IPL. (Recommendation one)

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. Final year students maintain a small caseload and provide continuity of carer. Case loading is described in detail in the Continuity of care/carers handbook. Students must aim to provide continuity of care/carers for two-five women. The case loading handbook is signed off by the personal tutor group leader. Discussion at the visit confirms practice assessors support students to identify and engage with practice learning opportunities. The programme team confirm link lecturers and personal tutors help students identify appropriate practice learning opportunities for example specialist midwives and specialist practitioners.

Students confirm the case loading experience in year three (from the beginning of semester five at the earliest) as the 'best experience ever' facilitating involvement in the whole childbearing pathway.

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. All PLPs provide consultant led care, some being regional referral units. All units provide midwifery led services including birth centres, most being integrated, but one is free standing. Students experience practice in all areas of midwifery in each year. These experiences provide students with access to a diverse population across a range of settings.

Discussion at the visit confirms all PLPs have welcome packs available to students.

Students reported involvement in care of women from diverse populations and described the midwives as 'openminded' in caring for women. Students reported theory content includes Black, Asian and Minority Ethnic (BAME) groups and Lesbian, Gay, Bisexual and Transgender (LGBT) populations. Picture cards are used depicting same sex couples to ensure students are inclusive of a diverse range of family units.

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 programmes have a spiral curriculum with one complex midwifery module each year. The year one midwifery module (Introducing complex care for women, newborn infants and families) includes deviations from normality, risk assessment of health needs and infection. The year two module (Enhancing complex care for women, newborn infants and families) includes complications and related pathophysiology and identification, assessment and management of complications. In year three the module is Leading complex care for women, newborn infants and families. This module includes the role and responsibilities in leading and managing care, complex health environments and legal, ethical and professional issues arising from practice.

The SPM are mapped to the MORA confirming standards related to complications and additional care needs are met at the required level of competence on successful completion of the programme.

Students reported the proposed programme includes theory surrounding complexities in year one, which they had suggested. Students tell us including this content in year one facilitates an improved preparation for the complex cases they encounter in placement from the outset of their clinical experience.

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. Documentation for both direct entry and apprentice routes confirms placement areas are agreed on an individual basis taking account of individual needs and personal circumstances.

Midwifery degree apprenticeship students enjoy the same support from the UoG as direct entry students, in addition as employees, midwifery degree apprenticeship students have access to support services from their respective employer partners.

Documentary evidence confirms students on both programmes complete an annual declaration of health to continue the programme. Students are encouraged to declare any disability and are then offered informal interviews to discuss their needs and are automatically referred to the student wellbeing service.

A Greenwich inclusion plan (GIP) for work placements is in place which details reasonable adjustments that are needed by students. The practice placement guidance explains the GIP to students. PLPs are involved in decisions relating to reasonable adjustments to practice environments.

**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**

<b>Outcome</b>	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 1 October 2020	
<b>Post event review</b>	
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. The programme is designed to meet the SFNME. Staff curriculum vitae illustrate both programmes will be delivered by appropriately qualified educators. The programme team confirm sufficient academic staff to resource both programmes and recent appointments include two secondments. Discussion with PLPs confirm sufficient, appropriately trained staff to support students in SSSA roles. This is confirmed by clinical practice facilitators, practice assessors, practice supervisors and academic assessors who confirm experience in SSSA roles. The clinical practice facilitators confirm close working with practice assessors and practice supervisors to monitor and ensure sufficient appropriately prepared staff to undertake the SSSA roles and provide student support. PLPs have identified key staff to support the midwifery degree apprenticeship programme.

The programme team and PLPs confirm effective partnership in support, supervision, identifying learning opportunities and assessment of students. Service level agreements are in place for the direct entry programme and for the midwifery degree apprenticeship employers.

Clinical governance meetings with the AEI and PLPs monitor quality of placements and address any PLP issues. Care Quality Commission (CQC) reports and any necessary resulting action plans to protect student practice learning are managed through this process. PLPs confirm weekly or bi-weekly meetings with members of the programme team, where any practice learning issues are raised and addressed. Documentary evidence confirms placement audits are undertaken to monitor placement suitability, quality and resources. The UoG Practice based learning strategy provides the governance framework for practice learning.

Documentary evidence and discussion confirms personal tutors act as their advisees academic assessor for year one and three of the programme, with a different academic taking on this role in the other years. The link lecturer and clinical practice facilitators provide ongoing support in the practice arena and confirm good communication between the AEI and PLPs. The UoG practice placement guidelines for NMC approved programmes provides detailed information about practice learning for students.

The assessment of practice process and supervision is detailed in the MORA. The MORA illustrates students' practice assessment increases in proficiency and competency as the programme progresses, providing opportunity to achieve the SPM. Practice assessors undertake student assessment and in partnership with academic assessors confirm progression through the programme. Practice assessors, practice supervisors and students we met confirm they understand how to raise concerns related to practice environments. Practice assessors, practice supervisors and students are all aware of processes to follow to escalate concerns

about student performance, conduct and fitness to practice. Both these processes are documented in the UoG practice placement guidelines for NMC programmes, including flow charts for both processes.

Documentary evidence illustrates students experience all areas of midwifery practice in each year of the programme providing opportunity to achieve the SPM. The programme team describe, and students confirm exposure to a diverse range of individuals and family units in both theory and practice components.

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. The UoG practice placement guidelines, practice-based learning strategy and the MORA detail the roles and responsibilities of all SSSA roles. The pan-London nursing group preparation materials for SSSA roles are used to ensure practice assessors and practice supervisors are prepared for their roles and responsibilities. There is an online package developed by Guys and Thomas' NHS Foundation Trust which PLPs use to prepare practice assessors and practice supervisors. The UoG Practice based learning strategy details the quality assurance framework for practice learning and documents the practice-based learning and assessment processes.

Documentary evidence confirms practice assessors and practice supervisors attend bi-annual updates on their roles, responsibilities, programme proficiencies and requirements. These updates are provided by either academics or trust staff dependent on local arrangements. PLPs confirm sufficient practice assessors and practice supervisors to support student learning for both the direct entry and midwifery degree apprenticeship programmes. Discussion with clinical practice facilitators confirm they work with practice assessors and practice supervisors to monitor and ensure sufficient numbers to support student support, supervision and assessment continues.

The UoG Practice based learning strategy confirms university academic assessors attend updates on their role co-ordinated by AEI practice leads. The AEI maintains a database of all academic assessors, their preparation and updates.

Documentary evidence and discussion confirm students have the same academic assessor for years one and three of the programme and a different academic assessor for the other years.

The AEI is currently operating under the SSSA standards, achieved by a major modification to the existing programme for pan-London across all eight London universities providing midwifery education. Clinical practice facilitators, practice

assessors and practice supervisors confirm ability to support, supervise and assess the number of midwifery students allocated.

There is evidence of robust communication between practice assessors, practice supervisors and academic assessors in determining student achievement and progression. This is documented in the MORA and confirmed by practice assessors and academic assessors, who report effective communication and partnership in determining student progression.

Students we met confirm understanding of the SSSA framework and are familiar with this framework and the assessment process in their placements. Students report being able to access lots of support from the university and practice areas during placement.

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. All programme modules are mapped to the NMC (2019) SPM. Practice assessors confirm and document student's assessment and achievement within the MORA. Documentary evidence and discussion with the programme team confirm student achievement and progression is confirmed at the end of each part by the academic assessor. Students confirm practice assessors complete the MORA confirming achievement of the proficiencies. Documentary evidence confirms the lead midwife for education completes the declaration of good health and character and confirms to the NMC students have completed all programme requirements including the proficiencies.

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

**MET**  **NOT MET**

R4.4 is met. All summative assessments have identified formative assessments which provide students with feedback to support development of summative assessments across all years of the programme. Feedback throughout the programme is in line with the university Assessment and feedback policy, which requires effective and timely feedback on assessed work and feedback of sufficient quality and quantity to facilitate student learning. There is a proforma used for theoretical assessment feedback and assessment marking rubrics are available to students throughout the programme. In addition, available for first year students, is 'Studiosity' which provides feedback on academic work electronically.

Students confirm they receive feedback from their practice assessors and practice supervisors in both verbal and written formats. Documentary evidence confirms the MORA incorporates feedback to students from the practice supervisor, practice assessors and women to whom students provide care. Students confirm they

receive written feedback from service users in their assessment of practice document (in the proposed programme this is the MORA), but verbal feedback from service users is more frequent.

Documentary evidence and discussion at the visit confirm students frequently meet in their personal tutor groups and receive feedback. Students report attending regular cohort meetings which provides a two-way dialogue with the programme team.

The programme team and PLPs confirm link lecturers and practice educators are available in all Trusts and that these individuals act as the SSSA nominated person.

**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

<b>Outcome</b>	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 1 October 2020	
<b>Post event review</b>	
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	

<b>Standard 5: Qualification to be awarded</b>
<p><b>AEIs together with practice learning partners must:</b></p> <p>R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level</p> <p>R5.2 notify students during and before completion of the programme that they have <a href="#">five years</a> to apply to register with the NMC if they wish to rely on this qualification<sup>1</sup>. 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.</p> <p><i>Standards framework for nursing and midwifery education specifically R2.11, R2.20</i></p>
<b>Findings against the standards and requirements</b>
<p><b>Evidence provides assurance that the following requirements are met:</b></p> <p>R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>R5.2 notify students during and before completion of the programme that they have <a href="#">five years</a> to apply to register with the NMC if they wish to rely on this</p>



qualification<sup>2</sup>. 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

Discussion and documentary evidence confirms if a student does not complete the Exploring evidence for professional practice module, but has completed the remaining 90 credits at level six and has met all professional requirements, they may exceptionally be awarded a BSc Midwifery degree and professional registration at the discretion of the Programme Assessment Board. NMC standards and proficiencies are all met within this award.

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: 1 October 2020

**Post event review**

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET  NOT MET

N/A

**Section four**

**Sources of evidence**

The following documentation provided by the AEI/education institution was reviewed by the visitor(s):

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation	<input 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 agreements 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"/>
If you stated no above, please provide the reason and mitigation:		

The programme handbook is developed from a university template that forms the UoG student handbook for the specific programme. This provides standardisation of handbooks across the university.

List additional documentation:

Post approval visit documentary evidence to meet conditions:  
EPA standard ST0948/AP01 (2019 standards), October 2020  
AEI Response to NMC conditions midwifery, undated  
Midwifery degree apprenticeship - Year planner, 2021-2022, undated

Additional comments:  
None identified.

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

	<b>YES</b>	<b>NO</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study:		
BSc (Hons) midwifery programme March 2018 cohort, year three x two students		
BSc (Hons) midwifery programme September 2018 cohort, year three x one student		
BSc (Hons) midwifery programme March 2019 cohort, year two x one student		
BSc (Hons) midwifery programme September 2019 cohort, year two x two students		
BSc (Hons) midwifery programme midwifery degree apprenticeship January 2020 cohort, year one 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
Additional comments: None identified.

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System Regulator Reports List:		
CQC quality report, Kent and Medway NHS and Social Care Partnership Trust, 1 March 2019		
CQC quality report, Lewisham and Greenwich NHS Trust, 11 January 2019		
CQC quality report, Newham University Hospital, 17 December 2019		
CQC quality report, South London and Maudsley NHS Foundation Trust, 30 July 2019		
If you stated no above, please provide the reason and mitigation: This is an established AEI and visits to facilities weren't needed.		
Additional comments: None identified.		

**Mott MacDonald Group Disclaimer**

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**Issue record**

**Final Report**

Author(s):	Nicola Hadlett Jennifer Dye	Date:	16 October 2020
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Submitted by:	Leeann Greer	Date:	19 November 2020