

Programme approval report

Section one

Programme provider name:	Bangor University
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):	Bachelor of Midwifery (Hons)
Academic levels:	
Registered Midwife - 18M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 24M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 36M	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - degree apprentice	England, Wales, Northern Ireland <input 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:	29 November 2021
Programme start date:	
Registered Midwife – 18M	<input type="text" value="N/A"/>

Registered Midwife – 24 M Registered Midwife – 36 M Registered Midwife – degree apprentice	N/A
	11 September 2022
	N/A
QA visitor(s):	Registrant Visitor: Elizabeth Cluett Lay Visitor: Kuldeep Singh

Section two

Summary of review and findings

Bangor University (BU), school of medical and health sciences, is an established Nursing and Midwifery Council (NMC) approved education institution (AEI) for adult, children and mental nursing, and for pre-registration midwifery. Places are commissioned and funded by the Welsh Government. BU submitted a full-time, three-year, level six, Bachelor of midwifery (Hons) programme against the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019). The programme is scheduled to have two cohorts per year, commencing in September 2022 and January 2023. This includes a planned increase in student numbers over the next three years.

Documentary evidence indicates the undergraduate programme has exit awards at certificate (level four), diploma (level five) and BSc (level six). The exit awards do not confer eligibility to register as a midwife with the NMC.

Programme documentation indicates that the curriculum content and practice learning experiences are mapped against and designed to meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for student supervision and assessment (SSSA) (NMC, 2018) and the SPMP. The programme documentation and presentation at the approval indicate that the programme incorporates midwifery and healthcare local, Welsh, UK and international policies, research and best practice.

This visit was undertaken by remote means.

Programme documentation and stakeholders at the visit indicate that the programme has been developed in partnership with local practice learning partners (PLPs), local work force and commissioning needs, students' feedback on the current programme and with service user and carer (SUC) contributions.

Senior BU leaders confirm a strategic plan for ensuring staff and educational resources for the midwifery programme development. There is a stakeholder strategy and a governance procedure document for SUCs. Programme documentation and various stakeholders confirm a programme course board and programme advisory group, where programme governance and development are managed.

The programme documents indicate a programme philosophy and curriculum framework which is 'concept based' and is consistent with woman centred midwifery practice and adult learning. The programme is delivered through a blended learning approach. The programme team and students explain the curriculum philosophy and report access to resources and support for this learning

approach. Inter-professional learning occurs in practice and within one taught module per academic year.

BU and all AEs in Wales share the 'once for Wales' documents to support the implementation of NMC Standards for education and training, which are hosted on the Health Education and Improvement Wales (HEIW) website. The lead midwife for education (LME) and other BU representatives are part of the all Wales collaboration, particularly in relation to achievement of the SSSA. The LME works in partnership with the Welsh LME group and is part of the UK LME group.

Midwifery practice experience and assessment is recorded with the all Wales midwifery practice assessment document (MPAD) which has been developed collaboratively between AEs, PLPs across Wales, service user groups and student representatives. The MPAD is approved for NMC pre-registration midwifery programmes. There is a BU context document to support MPAD use. The PLPs and student report preparation for MPAD use and an ongoing implementation and support plan. PLP leaders, practice supervisors and practice assessors all report good communication with the BU midwifery team in relation to all aspects of the programme and student support.

PLPs indicate that students will have opportunities to experience continuity of carer, examination of the newborn and provision of care for diverse populations and for those with complex care needs.

The SFNME is not met at programme level and the SPMP are not met as conditions apply.

The SSSA are met at programme level.

The programme is recommended to the NMC for approval subject to one joint NMC and university condition and two university conditions. One NMC recommendation, three joint NMC and university recommendations and one university recommendation are made.

Updated 17 January 2022:

Evidence is provided that the changes required to meet the one joint NMC and university condition have been made. BU confirms that the university conditions are met. All the conditions are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

Programme is recommended to the NMC for approval

	<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>
<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>Condition one: Confirm the process that ensures that placement capacity, facilities and resources are in place to deliver safe and effective learning opportunities and practical experiences for two cohorts of students per year. (SFNME R2.14; SPMP R2.1) (Joint NMC and university condition)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition two: Ensure that midwifery elements are built into the content and assessment of the interdisciplinary modules. (University condition)</p> <p>Condition three: Undertake editorial changes to the programme documentation as directed by the quality enhancement unit. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>10 January 2022</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Advised to consider increasing midwifery involvement in the ongoing development, implementation assessment and evaluation of inter-professional modules to recognise the midwifery practice context. (SPMP R3.3)</p>

	<p>Recommendation two: Consider reviewing the selection process to ensure applicants can be more effectively assessed to have the capability to learn behaviours in accordance with the Code. (SPMP R1.5.4) (Joint NMC and university recommendation)</p> <p>Recommendation three: Consider enhancing the recruitment strategy and support mechanism to increase the diversity of the SUCs within the midwifery programme and their involvement from recruitment to delivery and evaluation. (SPMP R2.4) (Joint NMC and university recommendation)</p> <p>Recommendation four: Consider working with PLPs to increase the opportunities for students to experience continuity of carer. (SPMP R3.4) (Joint NMC and university recommendation)</p> <p>Recommendation five: Review the assessment of numeracy skills using safeMedicate across each of the three years. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>SUC involvement in all aspects of the programme.</p> <p>BU and PLP partnership working on the preparation and support of practice supervisors and practice assessors in relation to student assessment and its documentation in practice.</p> <p>Continuity of carer experience within practice.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

BU has provided documentation to evidence that processes are in place to ensure that placement capacity, facilities and resources are in place to deliver safe and effective learning opportunities and practical experiences for two cohorts of students per year.

BU provided a strategy document to ensure placement capacity, facilities and resources will be available for two cohorts for students per annum. This strategy document describes an action plan which included a placement task group consisting of PLPs' representatives and members of BU's midwifery team to

assess practice placement capacity and resourcing. This group will feedback to the midwifery practice advisory group. In addition, 'placement capacity, facilities and resourcing' is a now a required standing item on the midwifery course board which meets three times per year and include PLPs, students and the LME. For ongoing monitoring, a statement will be added to the midwifery practice assessment guidance document to advise students how to notify the PLP and BU if they perceive any issue with resources of placement opportunities to meet the required learning. This is in addition to the regular capacity/practice experience monitoring activities such as placement evaluation data. Condition one is now met.

BU has confirmed that university conditions are now met.

AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	17 January 2022

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
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.

Please refer to the following NMC standards reference points for this section:

[Standards framework for nursing and midwifery education](#) (NMC, 2018)

Standard 1: The learning culture:

- R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
- R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

- R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
- R2.4 comply with NMC [Standards for student supervision and assessment](#)
- R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
- R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
- R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

- R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
- R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
- R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
- R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice

Standard 4: Educators and assessors:

- R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
- R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
- R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

- R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
- R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
- R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

- 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.

Programme documentation, meeting agendas, minutes and discussion at the approval visit provide evidence of effective partnerships and shared responsibility for theory and practice learning, supervision and assessment. The lines of communication and accountability for the development, delivery, quality assurance and evaluation of the programme are established as part of this partnership.

PLPs confirm that they have been involved in the development of the programme. There is evidence of written placement agreements between BU and PLPs. Documentary evidence and discussions at the approval visit provide evidence that the SSSA is implemented by PLPs. There's evidence of online training for midwives to support supervision and assessment roles as part of the all Wales group as well as from the BU midwifery team. Local partnership agreements are in place, which include pre-registration midwifery education, for the Betsi Cadwaladr University Health Board (BCUHB) and Powys Teaching Health Board (PTHB).

We found that processes for the oversight and monitoring of the programme are in place. The LME from BU and director of midwifery and women's services from the PLPs have strategic and operational oversight of this partnership working.

There is a stakeholder engagement strategy based on the present, agree, co-produce and transform (PACT) model which guides BU's partnership working with SUCs. Robust partnership working with various stakeholders is demonstrated by the presence of students, practice placement provider representatives and SUCs at the various consultation events. The latter group includes 'maternity voices' and charities such as Stepping Stones North Wales (charity for adult survivors of sexual abuse), Fair Treatment for Women Wales group (FTWW) and We Mind The Gap (charity focused on needs of young women). At the approval visit, we heard about flexible ways of engagement during curriculum design phase through a closed Facebook group and Zoom virtual calls.

The SUCs confirm their involvement in the recruitment process through setting of interview questions and scenario examples, teaching sessions including attending student enquiry-based learning presentations and evaluations. SUCs tell us that they receive support and training, including equity, diversity and inclusion training and feel valued by the BU.

Documentary evidence and discussions with students during the approval visit indicates that students attend course board meetings and provide programme evaluations which include influencing the design and development of the new programme. Students report examples of how they had been listened to and where their views have influenced the new programme. Students tell us that they complete module evaluations to provide feedback on theory and placement experiences. Discussions at the visit confirm that processes are in place for BU

and PLPs to consider and respond to this feedback and provide students with updates about actions taken.

There are established communication processes between BU, PLPs and students to address any concerns or issues regarding academic or practice learning. BU and PLPs have established processes to enable them to respond quickly to any concerns from adverse Healthcare Inspectorate Wales (HIW) reports which could put standards of care and/or practice learning at risk.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#)

MET **NOT MET**

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: [Standards for student supervision and assessment](#)

MET **NOT MET**

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A

Student journey through the programme

Standard 1: Selection, admission and progression

AEIs must:

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

AEIs together with practice learning partners must:

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

- R1.5 confirm on entry to the programme that students:
- R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document
 - R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
 - R1.5.3 demonstrate values in accordance with [the Code](#)
 - R1.5.4 have capability to learn behaviours in accordance with the Code
 - R1.5.5 have capability to develop numeracy skills required to meet programme outcomes
 - R1.5.6 can demonstrate proficiency in English language
 - R1.5.7 have capability in literacy to meet programme outcomes
 - R1.5.8 have capability for digital and technological literacy to meet programme outcomes
- R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes
- R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the [NMC Guidance of health and character](#). This includes satisfactory occupational health assessments and criminal record checks
- R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse determinations made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully
- R1.9 ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and
- R1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult) and the programme complies with Article 40(1)(b) of Directive 2005/36/EC outlined in Annexe 1 of this document.

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

Proposed transfer of current students to the programme under review

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

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

R1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI

YES NO

R1.2 inform the NMC of the name of the lead midwife for education

YES NO

R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes

YES NO

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

YES NO

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

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

YES NO

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

YES NO

R1.5.3 demonstrate values in accordance with the Code

YES NO

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

YES NO

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

YES NO

R1.5.6 can demonstrate proficiency in English language

	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.7 have capability in literacy to meet programme outcomes	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.8 have capability for digital and technological literacy to meet programme outcomes	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
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 <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
<p>R1.6 is met. Entry requirements in relation to numeracy and literacy are stated in prospective student information and tested at recruitment. Documentary evidence indicates that numeracy, literacy and digital and technological literacy are transferable skills covered within taught and clinical modules throughout the programme. Documentary evidence indicates that online and practice based formative and summative assessments ensure students develop skills and capability in numeracy, literacy, digital and technological literacy to meet programme outcomes. This includes the package safeMedicate to develop competence for safe medicine calculation. BU study skills centre offers support to students in all aspects of literacy and numeracy via face-to-face session or online. Students are also supported through sessions with librarians to develop skills in using online database searching. The programme team, practice assessors, practice supervisors and students confirm access to the online learning and assessment platforms from placement locations and when studying off site.</p>		
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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
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 N/A

This programme is a full-time, three-year programme only.

Proposed transfer of current students to the programme under review

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

There is documentary evidence of mapping of the current programme against the proposed programme. There are transitional arrangements for the 2021 cohort of student midwives to transfer to the second year of the proposed pre-registration midwifery programme. The 2020 cohort of students will remain on their current programme. Discussions with students indicate that they were consulted in the decision making for this, and they are aware of sessions within the current programme to ensure a smooth transition to the new programme including the MPAD. The arrangements include plans for students returning after a period of suspension/sick leave/maternity leave from preceding cohorts if needed.

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

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

Documentary evidence from the collated student evaluations and discussions with students during the approval visit confirm that the students are currently supported in practice in line with the SSSA. Students confirm that they've been provided with information and understand the SSSA. Practice supervisors and practice assessors spoke about how they are prepared for their roles including attending stakeholder information events. They told us about opportunities to enhance skills and knowledge through update sessions throughout the year.

There is evidence and confirmation at the approval visit of an agreed plan for preparing midwives in PLPs for the new programme and use of the MPAD.

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: 29 November 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A

Standard 2: Curriculum

AEIs together with practice learning partners must:

- R2.1 ensure programmes comply with the *NMC Standards framework for nursing and midwifery education*
- R2.2 comply with the *NMC Standards for student supervision and assessment*
- R2.3 ensure that programme learning outcomes reflect the *NMC Standards of proficiency for midwives*
- R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes
- R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice
- R2.7 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required
- R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies, and

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

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

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

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

YES NO

R2.1 is not met. Programme documentation and discussion at the visit indicate that this programme will have two intakes per year, and that student numbers will increase in each of the next three years. BU leadership articulate a strategic plan for ensuring staff and educational resources for the midwifery programme. An LME is in post and leading the programme, and reports being able to seek additional resources as needed when student numbers increase. The PLPs report partnership working with the BU midwifery team at strategic and operation levels, including in relation to practice learning opportunities. PLPs report opportunities for current students to experience continuity of carer, examination of the newborn, care of women from diverse populations and those with complex care needs, but are vague about the arrangements for the planned increase. Confirmation is required that there is an agreed strategy for the provision of practice experiences for the increased number of students planned across the two intakes, including how this will be monitored by both BU and PLPs. (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 includes BU's advert and role description for midwifery programme maternity voices coordinators. This voluntary role is in place and shared by two volunteers. We spoke to one of them during the approval visit, who confirms maternity voices service users' engagement in programme development working in partnership with the course director. SUCs are provided with guidance from the course director, the maternity voices coordinator and the LME.

The programme team and service users confirm that service users are made aware of the requirement to complete equality and diversity training. At present BU's staff provision is used, however a bespoke training package is being developed within the school led by the director of service user engagement, and this is expected to be available from February 2022. The maternity voices group has sought support from BU for their plans to involve diverse women and families from their local communities for design, development, delivery and evaluation of BU's programmes. The programme team also spoke about two advocacy charity groups, Stepping Stones and We Mind The Gap who are keen to support the programme development, delivery and evaluation. (Recommendation three)

The MPAD provides documentary evidence of how service users will provide feedback on their experience of students in practice. PLPs and students indicate that service users contribute to student learning and assessment activity within practice settings.

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**

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. Documentary evidence and discussions with students, the programme team and PLPs at the visit indicate that the proposed programme is designed to provide students with relevant ongoing exposure to midwifery practice. Programme documentation confirms and the programme team, PLPs and students tell us that they access a range of learning experiences in practice learning environments. Exposure includes continuity of carer and physical examination of the newborn. Experiences span the childbirth continuum covering antenatal, intrapartum and postnatal care in inpatient and community settings. Examples include working in community midwifery teams and in midwifery led care units.

Students tell us their placement area takes into consideration personal circumstances and geographical location. Students confirm they are supernumerary and they can usually request short practice experiences/visits of interest while in planned allocations.

Students confirm that they experience a range of practice learning opportunities in their allocated practice learning environments. There's the opportunity for students to use elective placements to explore care provision in a variety of alternative PLP areas.

The current external examiner report indicates that feedback to the programme team has informed the development of this programme.

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. Skills rehearsal and low and high-fidelity simulation is utilised within the programmes to support student learning. The programme team indicate the resourcing and the support for this is available for the midwifery academic team to ensure high quality learning. Programme documents indicate that simulation activity does not count towards practice hours.

Documentary evidence indicates clinical emergencies/rare events are included within taught modules and assessed through objective structured clinical examinations (OSCEs), and within the MPAD. The students at the visit report having opportunities to develop and rehearse skills for infrequent/emergency events in theory and practice. Students also report the benefits of skills/simulation activities for their learning and confidence, and that additional opportunities for this have been provided on request and in the new programme.

The safeMedicate online package is used to support students' medicines management 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. The programme documents confirm the programme provides an equal balance of 50 percent theory and 50 percent practice learning. The programme team and students confirm all practice hours and taught content is monitored and any absences made up.

The educational pedagogy is concept based and adopts a modular, spiral curriculum. A range of teaching and learning strategies described in the programme document include lectures, small group tutorials, directed and self-directed online learning activities (including online discussions, facilitated and self-directed reflection on practice) and skills rehearsal sessions. Students report resources are available for face to face and online learning in theory and practice settings. Students report that they receive appropriate preparation and support for concept based learning and online learning activities, and have access to academics and wider BU learning resources and support.

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**

This programme is a full-time, three-year programme only.

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

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

This programme is a full-time, three-year programme only.

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

YES NO

Programme documentation and discussion at the visit indicate that this programme will have two intakes per year, and that student numbers will increase in each of the next three years. BU leadership articulate a strategic plan for ensuring staff and educational resources for the midwifery programme. An LME is in post and confirms working with BU leadership to ensure appropriate academic staffing and resources. The PLPs report partnership working with the BU midwifery team at strategic and operation levels, including in relation to practice learning opportunities. PLPs report opportunities for current students to experience continuity of carer, examination of the newborn, care of women from diverse populations and those with complex care needs. However, plans to manage the practice requirements for the increase in student numbers are vague. Confirmation is required that there is an agreed strategy for the provision of practice experiences for the increased number of students planned across the two intakes, including how this will be monitored by both BU and PLPs. (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

Confirmation is required that there is an agreed strategy for the provision of practice experiences for the increased number of students planned across the two intakes, including how this will be monitored by both BU and PLPs.

Condition one: Confirm the process that ensures that placement capacity, facilities and resources are in place to deliver safe and effective learning opportunities and practical experiences for two cohorts of students per year. (SFNME R2.14; SPMP R2.1) (Joint NMC and university condition)

Date: 29 November 2021

Post event review

Identify how the condition(s) is met:

Condition one: BU provided two documents, a placement capacity strategy document for two cohorts per annum and a document which shows PLP agreement of that strategy.

The BU strategy document describes an action plan which includes a placement task group consisting of PLPs representatives and members of the BU midwifery team to assess practice placement capacity and resourcing for the increase in student numbers. This group will feedback to the midwifery practice advisory group. In addition, 'placement capacity, facilities and resourcing' is now a standing

item on the midwifery course board which meets three times per year and includes PLPs, students and the LME. For ongoing monitoring, a statement will be added to the MPAD context document to advise students how to notify the PLP and BU if they perceive any issue with resources of placement opportunities to meet the required learning. This is in addition to the regular capacity/practice experience monitoring activities such as placement evaluation data.

Condition one is now met.

Evidence:

Strategy to ensure placement capacity, facilities, and resources, January 2022
Evidence of agreement of strategy from PLPs, 17 January 2022

Date condition(s): 17 January 2022

Revised outcome after condition(s) met:

MET **NOT MET**

Standard 3: Practice learning

AEIs together with practice learning partners must:

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

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. Documentary evidence including programme specification, student handbook and placement plan confirms a programme plan and theory/practice schedule to provide practice learning opportunities to enable students to develop and meet the Standards of proficiency for midwives (SPM) (NMC, 2019) Students predominantly gain experience in one PLP which covers north Wales and some community experiences via placement with a second PLP. Meetings with PLPs confirm that the range of placements include antenatal, postnatal, labour ward and community settings, as well as neonatal unit and medical/surgical experiences. PLPs and students confirm opportunities for students to experience continuity of carer, examination of the newborn, care of women from diverse populations and those with complex care needs. Welsh speaking students who wish to undertake practice experience supported by Welsh speaking practice supervisors are supported to do this where possible.

PLP senior managers, practice supervisors, practice assessors and students all confirm that practice areas are available and facilitate the achievement of the NMC proficiencies. Students report there are plenty of experiences available for them to meet the number of specified experiences required.

Practice supervisors, practice assessors and academic assessors are already established and working to the SSSA. PLPs confirm that resources are available to support the preparation and update of practice supervisors and practice assessors, as part of the all Wales SSSA strategy. Preparations for the new programme and the MPAD have already taken place and there are plans for ongoing updates and support.

All Wales clinical audit and student evaluation tools are used. PLPs confirm that audits are undertaken in partnership and that the results of audits and evaluation data are shared, analysed and action plans generated to enhance future learning.

Achievement of the proficiencies will be assessed and recorded using the new approved all Wales MPAD.

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 indicates that holistic care is central to the ethos of the programme's curriculum. PLPs and students confirm that individualised family/woman centred care is embedded with practice guidelines across the practice settings. This includes strategies to meet the needs of harder to reach clients. PLPs and students report that the involvement of service user advocates for these groups has increased students' and practitioners' awareness and abilities to meet the holistic needs of women and their families from such groups.

Placement learning and achievement are recorded and assessed within the MPAD. This includes feedback from service users. Practice supervisors report that usual practice is to encourage service users to provide comments if they feel their needs were met by the student.

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. The documentary evidence indicates that the midwifery students will share the inter-professional education with nursing students (including adult, mental health and child field) and radiography students. There could be greater midwifery involvement in the ongoing development, implementation assessment and evaluation of inter-professional modules to recognise the midwifery practice context. (Recommendation one)

The programme handbook has been updated for students to provide further clarity. Information for students on the professional groups undertaking the modules will also be provided in module handbooks.

Students and PLPs confirm at the approval visit that there are appropriate practice learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working. Placement learning and achievement are recorded and assessed within the MPAD, which include inter-professional 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

MET **NOT MET**

R3.4 is met. Programme documentation confirms that continuity of midwifery carer is embedded throughout the programme. Students are introduced in the 'foundations of midwifery practice' module to the different models of care within midwifery practice in year one. Students are required and supported by practice supervisors to follow women through their whole pregnancy, childbirth and postnatal experience through a caseloading holding framework from year one of the programme. The minimum number of cases to be followed increases with each

year of the programme. There are some caseload holding midwifery teams and some students will experience continuity of carer alongside these midwives. BU and PLPs could explore further opportunities for students to experience continuity of carer. (Recommendation four)

Students and PLPs tell us that there are learning opportunities that enable the achievement of the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants.

The students gave examples of learning opportunities where they were available to follow women and provide care across the pregnancy/childbirth continuum.

Placement learning and achievements are recorded and assessed within the MPAD.

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

MET **NOT MET**

R3.5 is met. Documentary evidence and discussion at the approval visit confirm that students are supported to access learning opportunities that enable them to experience midwifery care for a diverse population. This includes a wide range of social economic, rural/urban, ethnic and cultural groups, including Welsh speaking communities. Within PLP localities students are able to experience a range of learning opportunities for midwifery care, for a diverse population, in areas including home births, birthing units including stand-alone birthing units, delivery suites caring for women with complex needs and a variety of inpatient and outpatient services.

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

MET **NOT MET**

R3.6 is met. Programme documentation and discussion at the visit with practice supervisors and students indicates there are taught modules in the programme that cover the knowledge and evidence base for the provision of care to women and/or neonates with complex needs, and the assessment of this knowledge. There are also opportunities in practice to contribute to the provision of care to women and neonates with physical, mental and or social additional needs, across a range of clinical setting including antenatal and/or postnatal inpatient care and labour wards. Students report the opportunity to join specialist practitioners, for example breast feeding specialist, those providing care after bereavement or linked to social services/safeguarding.

Achievement in practice will be assessed and recorded within the MPAD and monitored by the practice assessor and academic assessor in line with all Wales SSSA guidelines.

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. BU has a university strategy for supporting students with different learning needs, and guidelines for practice adjustments and support. The student handbook details the range of support services available to students. Programme documentation, including the student handbook, articulate the process to seek adjustments to facilitate student learning when needed. The process includes the LME and senior midwifery staff within the PLPs for midwifery students.

The students we spoke to during the approval visit tell us they can indicate their placement area preferences, and their personal circumstances and geographical location are then taken into consideration for placement decisions. Students report they know where they can get help if they need it and that they feel supported. There is provision for making reasonable adjustments for students with disabilities, however, timeframes for implementation can vary between placement areas.

PLP managers as well as practice supervisors confirm the processes for responding to reasonable adjustments, and for alerting the BU programme team of any changes or concerns about students' personal or professional development.

Evidence provides assurance that the following requirements are met

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

YES **NO**

R3.9 ensure students are supernumerary

YES **NO**

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

YES **NO**

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

YES **NO**

Outcome

Is the standard met?

MET **NOT MET**

Date: 29 November 2021

Post event review

Identify how the condition(s) is met

N/A

Date condition(s):

N/A

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

N/A

Standard 4: Supervision and assessment

AEIs together with practice learning partners must:

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

Findings against the standards and requirements

Provide an 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. There is documentary evidence of collaboration between BU and their two PLPs, and across Wales with other AEIs, midwifery academics, PLPs, students and SUCs in relation to student assessment and support. The PLPs report good formal and informal working relationships with the BU midwifery team and gave examples of swift liaison in relation to student support and assessment.

BU has a quality assurance/governance group that oversee professional programmes including design, implementation and monitoring. Educational governance processes include boards of studies and examination boards, operating under BU regulations with clear terms of reference, agendas and example minutes at which the LME or their representative are present.

Programme documents and discussions with the BU team and PLPs confirm the practice education quality assurance group between BU and BCUHB monitor reports such as those from HIW and any internal or external reports and consider any impact on student learning, agree mitigation and follow up. The group also review placement capacity, including practice assessor and practice supervisor resources, and analyse and act on clinical audits and student evaluations. There are similar links with PTHB confirmed by the senior PLP representative at the visit.

BU have a fitness to practise procedure that includes appropriate professional practice and academic membership and support for students. The PLPs confirm their awareness of the process and their contribution to it. Students and PLPs confirm the process to raise and escalate any concerns in practice.

The external examiner's report of the current programme identifies no concerns.

The level of supervision of students required in practice at various stages of the programme is detailed in the programme handbook and MPAD documents. Information on support in and for practice is detailed in the student handbook, within BU online links and the MPAD. The students report and give examples of rapid responses from the programme team and practice supervisors/assessor/students in relation to any concerns either personal or professional.

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

MET **NOT MET**

R4.2 is met. Documentary evidence confirms that academic and practice support, supervision, learning opportunities and assessment available to students

throughout the programme meet the requirements of the SSSA. This is confirmed by PLPs and students at the visit.

There are all Wales shared resources already implemented to support the development and ongoing support of practice assessors and practice supervisors. Practice supervisors and practice assessors confirm that they are supported in practice from the senior PLPs' leadership and BU, in relation to midwifery students and for the implementation of the new MPAD. Trust education teams and link education midwives provide additional support for learning and assessment in practice. Students confirm they know the link midwives and how to get support in practice.

Documentary analysis provides assurance that the programme is designed to support practice learning and the development and achievement of the programme outcomes and SPM.

The approved all Wales MPAD will be used for this programme and is designed to guide, assess and document the student's practice learning and achievement of the SPM proficiencies.

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

MET **NOT MET**

R4.3 is met. The programme content has been mapped to the programme outcomes and the SPM.

The programme is adopting the approved all Wales MPAD, which is mapped to the six domains of the SPM. The MPAD is used to guide, assess and document the student's practice learning and achievement of the SPM proficiencies, and details progression through each part of the programme. The PLPs and students confirm they have seen the MPAD and are being prepared and supported in its use. Senior PLP managers indicate they and BU midwifery team are supportive in preparing all staff for using the MPAD and that there are plans for ongoing development and support.

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

MET **NOT MET**

R4.4 is met. Documentary evidence and the approval visit confirm there are processes in place to provide students with formative and summative feedback throughout the programme, supporting their development and progression. Students, other stakeholders and the midwifery education programme team evaluated the existing programme assessment strategy, and this has informed the proposed programme. The teaching and learning strategy emphasises the importance of formative feedback to support students to progress towards

achievement of the programme. Students confirmed access to a range of supportive mechanisms to support their development. The BU programme specification describes a range of academic assessments that are appropriate for the development of midwives, including written examinations, written assignments, discussions, presentations and OSCEs. There are formative and summative assessments. Pecha Kucha presentations are used to support student midwives to provide short concise presentations in 10 minutes which supports them to develop their professional communications skills, analytical skills and ability to synthesise information and evidence.

The PLPs and BU confirm use of the MPAD to enable both the practice supervisor and practice assessor to provide ongoing formative and summative feedback to the student in the practice setting. Women and their families can provide feedback to students within the MPAD; the student's practice supervisor or practice assessor approaches SUCs to obtain feedback 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**

Outcome

Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 29 November 2021	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 5: Qualification to be awarded
AEIs together with practice learning partners must:
R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level
R5.2 notify students during and before completion of the programme that they have five years to apply to register with the NMC if they wish to rely on this qualification ¹ . In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.
<i>Standards framework for nursing and midwifery education specifically R2.11, R2.20</i>
Findings against the standards and requirements
Evidence provides assurance that the following requirements are met:
R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
R5.2 notify students during and before completion of the programme that they have five years to apply to register with the NMC if they wish to rely on this

qualification². In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

YES NO

Fall Back Award

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

YES NO N/A

There is no exit award with 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: 29 November 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for midwives</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education (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.	<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 is not proposed.		
List additional documentation:		
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: Eight current midwifery students attended the approval: two first year students, three second year students and three third year students.		
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 checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input type="checkbox"/>	<input checked="" type="checkbox"/>
System regulator reports list:		
If you stated no above, please provide the reason and mitigation: This is an established AEI and review of facilities and practice learning areas is not required.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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

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

Issue record

Final Report

Author(s):	Elizabeth Cluett	Date:	6 December 2021
Checked by:	Pamela Page	Date:	10 December 2021
Submitted by:	Amy Young	Date:	27 January 2022
Approved by:	Leeann Greer	Date:	27 January 2022