

Programme approval report

Section one

Programme provider name:	Cardiff 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:	2 February 2022

<p>Programme start date:</p> <p>Registered Midwife – 18M Registered Midwife – 24 M Registered Midwife – 36 M Registered Midwife – degree apprentice</p>	<table border="1"> <tr> <td></td> </tr> <tr> <td></td> </tr> <tr> <td>26 September 2022</td> </tr> <tr> <td></td> </tr> </table>			26 September 2022	
26 September 2022					
<p>QA visitor(s):</p>	<p>Registrant Visitor: Rachael Spencer Lay Visitor: Adrian Mason</p>				

Section two

Summary of review and findings

Cardiff University (CU) is an established approved education institution (AEI). The school of healthcare sciences (the school) at CU has submitted for approval a full-time three-year pre-registration Bachelor of Midwifery (BMid) with Honours (Hons) programme leading to professional registration as a midwife. The proposed programme has been developed to meet the Standards framework for nursing and midwifery education (SFNME), Nursing and Midwifery Council (NMC), (NMC, 2018), the Standards for student supervision and assessment (SSSA), (NMC, 2018) and the Standards of proficiency for midwives (SPM) (NMC, 2019). The programme is scheduled to commence in September 2022.

The programme documents detail the development of a curriculum philosophy and structure, considering national and regional evidence and reports. Programme documentation reviewed demonstrates that the curriculum content and modes of delivery are designed to meet the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019). Domains one to five of the SPM are mapped within the programme documentation. The domain six skills are clearly visible and evidenced within the once for Wales midwifery practice assessment document (MPAD) and demonstrate what must be met at the point of registration as a midwife.

Student places are commissioned by Health Education and Improvement Wales (HEIW). Practice placements are spread across two health boards, both of which serve a diverse population and client group and have midwifery-led and continuity of carer service provision embedded within them. Educational audits of practice areas used for student learning are undertaken by the AEI to determine suitability. Recognition of prior learning (RPL) isn't available for pre-registration midwifery programmes.

The programme has adopted the MPAD for the assessment of practice throughout the programme. The MPAD document has been developed in collaboration with HEIW, other AEIs and practice learning partners (PLPs). The MPAD has previously been approved for use in midwifery programmes across Wales.

Procedures are in place to deal with any issues of concern relating to practice learning environments to manage and mitigate student learning risks. The programme team works collaboratively with its PLPs to address any concerns raised in external system regulator reports, including those from Healthcare Inspectorate Wales (HIW), Care Inspectorate Wales (CIW) and the Care Quality Commission (CQC). This collaboration ensures that action plans are implemented which aim to prevent any compromise regarding safety within the practice learning environment or the quality of the student learning experience.

Documentation and the approval process confirm evidence of effective partnership working between the AEI, PLPs, students and service users and carers (SUCs) at both operational and strategic levels. There's clear evidence of the involvement of each key stakeholder group and their commitment to the co-production, delivery and continual enhancement of the programme.

This visit is undertaken via remote means.

The SFNME isn't met at programme level as conditions are applied.

The SSSA are met at programme level.

The programme is recommended to the NMC for approval subject to two NMC conditions.

Updated 24 February 2022:

Evidence has been provided that the conditions set at the approval visit have been met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

Programme is recommended to the NMC for approval

Programme is recommended for approval subject to specific conditions being met

Recommended to refuse approval of the programme

Conditions:

Effective partnership working: collaboration, culture, communication and resources:

None identified.

Selection, admission and progression:

None identified.

Practice learning:

None identified.

	<p>Assessment, fitness for practice and award:</p> <p>Condition two: The programme team must provide a mapping document which evidences how the SPM are addressed for current students transferring to the SPMP. (SPMP R4.3)</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: The AEI must confirm the process for obtaining student consent for the proposed transfer to the SPMP. (SFNME R2.1, R3.2, SPMP R2.1)</p>
Date condition(s) to be met:	23 February 2022
Recommendations to enhance the programme delivery:	None identified.
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>The AEI has met the conditions set out by the panel at the approval visit.</p> <p>The programme team have provided a timeline that documents the process for obtaining student consent for the proposed transfer to the SPMP. Condition one is now met.</p> <p>The programme team have provided a mapping document and comprehensive narrative that evidences how the SPM are addressed for current students transferring to the SPMP. Condition two is now met.</p> <p>The programme is recommended to the NMC for approval.</p>	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	

Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	24 February 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
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standard 1: The learning culture:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality:</p> <p>R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders</p> <p>R2.4 comply with NMC Standards for student supervision and assessment</p> <p>R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of</p>

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 and the approval process provide clear evidence of effective partnership working between CU, the programme team and key stakeholders who are engaged in the co-production, delivery and evaluation of the programme.

There's a clear commitment to partnership working at both strategic and operational levels. For example, there's a programme management group (PMG) that's a forum for the consideration and management of operational issues. This includes consideration of content and curriculum, learning and teaching strategies, methods of assessment, evaluation and programme planning and ongoing development. Module evaluations (theory and practice) are included and

discussed at the PMG. The PMG meets three times per year and comprises the academic team, SUCs, PLPs, students and professional services.

Students, SUCs and PLPs provide examples of how their feedback is incorporated into the proposed programme. Programme documentation evidences mechanisms to gather student feedback on modules and placements for review at committees concerned with quality review. Current students speak highly of the programme and the course team. It's clear from documentary evidence and from discussion at the visit that due regard is given to student feedback and that the AEI takes this input positively and implements suggestions when necessary.

There's a lead midwife for education (LME) in post who's registered with the NMC. The LME works at a strategic level in the school and is enabled to lead on the development, delivery and management of midwifery education within CU.

The programme team works collaboratively with its PLPs to address any concerns raised in external system regulator reports. This collaboration ensures that action plans are implemented, to assure a safe practice learning environment and the quality of the student learning experience. A process to raise and escalate any concerns is in place for students, practice supervisors and practice assessors in practice learning environments. Students and PLPs confirm that they're aware of this process.

Student recruitment, selection and admissions processes include PLPs, students and SUCs. SUCs tell us that they're involved in setting interview questions and SUCs and PLPs are included in interviewing panels for prospective students. Although students aren't involved directly on the interviewing panel, they're given the opportunity to meet and greet prospective students and to discuss the programme with them.

SUCs tell us they're included in curriculum design and learning and teaching activities, including reviewing scenarios for assessments, a teaching session on gender inclusive care, facilitated by a transgender man who chose to have a baby and a teaching session on genetic testing co-facilitated by a new father. They report that they feel valued by the AEI for their input. They're offered training and are reimbursed for their expenses. There's a SUC lead within the midwifery academic team who coordinates the programme team strategy for ongoing recruitment of midwifery SUCs. There's also a patient and public involvement lead in the school and SUCs are included as members of the school education committee.

There's evidence of inter-professional learning (IPL) appropriate to the programme and profession. This is evident in the programme documentation and is confirmed by the students and programme team at the visit. Opportunities for IPL within the practice learning setting is evidenced within the MPAD.

Programme documentation evidences the distinct roles of academic assessor, practice supervisor and practice assessor. In practice learning environments students receive feedback from their practice supervisors and practice assessors, at specific stages as identified within the MPAD and the context and the implementation document. The assessment and feedback process takes into account students' individual learning needs, including reasonable adjustments and support needs. The MPAD evidences the involvement of SUCs and students in feedback, supervision and assessment processes.

The link lecturer role is undertaken by members of the programme teaching team who link with identified practice placement areas providing support to students and midwives. Link lecturers also undertake programme updates and education audits. PLPs are united in their view of the important role played by the link lecturers with whom they have regular face-to-face or virtual meetings. Link lecturers provide an essential chain of communication between the AEI and practice environment. This role is in addition to those required of the SSSA.

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

MET **NOT MET**

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

MET **NOT MET**

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A

Student journey through the programme

Standard 1: Selection, admission and progression

AEIs must:

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

AEIs together with practice learning partners must:

- R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
- R1.5 confirm on entry to the programme that students:
 - R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document
 - R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
 - R1.5.3 demonstrate values in accordance with [the Code](#)
 - R1.5.4 have capability to learn behaviours in accordance with the Code
 - R1.5.5 have capability to develop numeracy skills required to meet programme outcomes
 - R1.5.6 can demonstrate proficiency in English language
 - R1.5.7 have capability in literacy to meet programme outcomes
 - R1.5.8 have capability for digital and technological literacy to meet programme outcomes
- R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes
- R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the [NMC Guidance of health and character](#). This includes satisfactory occupational health assessments and criminal record checks
- R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse determinations made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully
- R1.9 ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and
- R1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult) and the programme complies with Article 40(1)(b) of Directive 2005/36/EC outlined in Annexe 1 of this document.

Note: Education institutions and their practice learning partners may propose to transfer current students onto the new programme to meet the [Standards for pre-](#)

registration midwifery programmes. If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.

Proposed transfer of current students to the programme under review

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

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

- R1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI
 YES NO
- R1.2 inform the NMC of the name of the lead midwife for education
 YES NO
- R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes
 YES NO
- R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
 YES NO
- R1.5 confirm on entry to the programme that students:
- R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document
 YES NO
- R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
 YES NO
- R1.5.3 demonstrate values in accordance with the Code
 YES NO

R1.5.4 have capability to learn behaviours in accordance with the Code
YES **NO**

R1.5.5 have capability to develop numeracy skills required to meet programme outcomes
YES **NO**

R1.5.6 can demonstrate proficiency in English language
YES **NO**

R1.5.7 have capability in literacy to meet programme outcomes
YES **NO**

R1.5.8 have capability for digital and technological literacy to meet programme outcomes
YES **NO**

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

R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes
MET **NOT MET**

R1.6 is met. CU documentary evidence makes explicit entry requirements for literacy and numeracy. Arrangements for student support and students' preparation for developing numeracy skills, literacy skills, digital and technological literacy are well established. The university academic and skills development centre provides, academic and study skills classes to assist the transition to university and enhance academic study skills. There's a free maths support service available to students. Students confirm the effectiveness of student support for numeracy, literacy and digital literacy.

Numeracy is embedded throughout the midwifery programme in both theory and practice learning with increasing complexity. Students are provided with access to a computer software package to undertake formative and summative assessments requiring 100 percent achievement in a summative assessment in year three.

Literacy, digital and technological literacy are embedded in module delivery and linked to module assessment. Students are required and supported to access various digital/online learning platforms in support of blended learning delivery. We're assured that students are supported to continuously develop their abilities.

Evidence provides assurance that the following requirements are met

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

YES NO

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

YES NO

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

YES NO

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

YES NO N/A

A shortened pre-registration midwifery programme isn't proposed as part of this approval.

Proposed transfer of current students to the programme under review

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

It's intended that students in the September 2021 cohort will transition onto the proposed programme for year two. At the visit students can't recall being consulted about the transfer. It therefore isn't clear that students have consented to transfer to the new curriculum. The panel agreed that a condition must be applied requiring evidence of the process for obtaining student consent. (Condition one)

The current programme year one modules in theory and practice are mapped to the new curriculum. However, mapping of year one of the current programme practice document to the skills detailed in domain six within the MPAD to ensure

that any deficit knowledge, skills and proficiencies are identified, taught and assessed isn't clear in documentary evidence. Therefore, the panel agreed to apply a condition. (Condition two)

Students commencing year three in September 2022 will remain on their current curriculum, against the Standards for pre-registration midwifery education (NMC, 2009).

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.

In March 2020 in response to the emergency standards, all pre-registration midwifery students at CU were transferred 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

It's intended that students in the September 2021 cohort will transition onto the proposed programme for year two. At the visit students can't recall being consulted about the transfer and there's no documentation to evidence that students were consulted. Therefore, these students haven't been provided with timely and accurate information about the curriculum to comply with professional and education requirements. The panel agreed that a condition must be applied requiring evidence of the process for obtaining student consent. (Condition one)

Outcome

Is the standard met?

MET NOT MET

It's intended that students in the September 2021 cohort will transition onto the proposed programme for year two. There isn't any documentation to evidence that students were consulted about the transfer. At the visit students can't recall being consulted about the transfer.

Condition one: The AEI must confirm the process for obtaining student consent for the proposed transfer to the SPMP. (SFNME R2.1, R3.2, SPMP R2.1).

Current programme year one modules in theory and practice are mapped to the proposed new curriculum. However, it isn't clear whether year one of the current programme practice document has been mapped to the skills detailed in domain six within the MPAD. This is required to ensure that any deficit knowledge, skills and proficiencies are identified, taught and assessed.

Condition two: The programme team must provide a mapping document which evidences how the SPM are addressed for current students transferring to the SPMP. (SPMP R4.3)

Date: 2 February 2022

Post event review

Identify how the condition(s) is met:

Condition one: The programme team have provided a timeline that documents the process for obtaining student consent for the proposed transfer to the SPMP.

Condition one is now met.

Evidence:

Response to gateway four conditions, 21 February 2022

Timeline transition to future midwife Cardiff 2024 (FMC24) student information and consent, undated

Condition two: The programme team have provided a mapping document and comprehensive narrative that evidences how the SPM are addressed for current students transferring to the SPMP.

Condition two is now met.

Evidence:

Response to gateway four conditions, 21 February 2022

Midwifery FMC24 transition document, undated

Current modules mapping to NMC 2019 midwifery standards, undated

Module mapping document, undated

Transition mapping, undated

Date condition(s) met: 24 February 2022

Revised outcome after condition(s) met:

MET **NOT MET**

Standard 2: Curriculum

AEIs together with practice learning partners must:

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

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

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

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

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

YES NO

R2.1 is not met. It's intended that students in the September 2021 cohort will transition onto the proposed programme for year two. At the visit students can't recall being consulted about the transfer. It therefore isn't clear that students have consented to transfer to the new curriculum. There's no documentation to evidence that students were consulted. Therefore, these students haven't been provided with timely and accurate information about the curriculum to comply with professional and education requirements. The panel agreed that a condition must be applied requiring evidence of the process for obtaining student consent. (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. There's evidence that women, partners, families and advocacy groups are involved in the design, development, delivery and evaluation of the programme. During the design and development of the programme SUCs shared their perspectives on what should be included in the curriculum and what attributes future midwives should have. There's an opportunity for SUCs to provide feedback to students through the MPAD about the care they've provided.

The LME and programme team liaise with local maternity service liaison committees (MSLCs) to network and recruit SUCs for programme involvement, for example the involvement of a representative from a cancer and pregnancy charity. The programme academic SUC lead is co-opted as the educational representative onto the local MSLC. Documentary evidence and SUCs at the visit confirm, the involvement of members of the local maternity voices partnerships, SUCs and advocacy group representatives in curriculum development stakeholder events and ongoing engagement and evaluation of the programme with the LME and midwifery lecturers.

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. Programme documentation and the MPAD evidence that theory and practice learning is designed and delivered to provide relevant and ongoing exposure to midwifery practice. Year one students work under direct supervision of

a registered midwife with increasing indirect supervision as they progress through the programme. The range of practice learning experiences cover antenatal, postnatal, intrapartum care and community settings as well as specialist placements such as gynaecology/women's health, neonatal intensive care and medical urgent/emergency care.

The indicative midwifery allocation plans are clear regarding what the experiences entail and the variety of settings that students are engaged with throughout the programme. PLPs tell us that they provide students with a full range of maternity care experiences.

The MPAD and programme documentation identify what students are expected to achieve in relation to systematic examination of the newborn in practice. The programme team and PLPs confirm there's enough appropriately qualified and experienced practice supervisors and practice assessors to support students to achieve these competencies.

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. Technology-enhanced and simulated learning opportunities are utilised, to support student learning in each year of study of the midwifery programme. Simulation is used to prepare students for practice with specific relevance to preparing for highly complex skills, multiple complexities and obstetric emergencies. Students tell us that there are also opportunities in practice to be involved in role play in multi-disciplinary team skills sessions.

Achievement of most midwifery proficiencies are demonstrated in a practice setting, but if opportunities to demonstrate some proficiencies are limited, then by exception, some procedures may be demonstrated in simulation.

Programme documentation indicates technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment. Students are required to undertake online computer-based assessments, for example safeMedicate. Simulated education isn't used to replace practice in the midwifery programme.

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 is structured to provide 50 percent theory and 50 percent practice, divided into theory and practice modules. There's no compensation across modules. Modules are structured to support student learning, with a variety of learning strategies, formative and summative

assessments and support mechanisms across theory and practice. The amount of practice learning exposure increases through the programme culminating in a pre-qualifying placement at the end of the programme. During this placement students are supported to work in the health board to which they'll be employed upon qualification. This is designed to better facilitate their transition from student to practicing midwife upon qualification.

Programme documentation demonstrates that a range of learning and teaching strategies are used including group work, case studies, discussion, online tasks, clinical skills and simulation and practice learning. The programme team tell us the range of assessments, which include problem solving practical examinations, poster presentations and written reports, offers greater equality for students who learn in different ways. Simulation is used as a learning strategy for skills rehearsal for practice.

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

The programme isn't designed as a shortened two-year pre-registration midwifery programme for registered adult nurses.

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

An 18-month route isn't presented for approval.

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

YES NO

It's intended that students in the September 2021 cohort will transition onto the proposed programme for year two. At the visit students can't recall being consulted about the transfer. It therefore isn't clear that students have consented to transfer to the new curriculum. Therefore, these students haven't been provided with timely and accurate information about the curriculum to comply with professional and education requirements. The panel agreed that a condition must be applied requiring evidence of the process for obtaining student consent. (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

It's intended that students in the September 2021 cohort will transition onto the proposed programme for year two. There isn't any documentation to evidence that students were consulted about the transfer. At the visit students can't recall being consulted about the transfer.

Condition one: The AEI must confirm the process for obtaining student consent for the proposed transfer to the SPMP. (SFNME R2.1, R3.2, SPMP R2.1)

Date: 2 February 2022

Post event review

Identify how the condition(s) is met:

Condition one: The programme team have provided a timeline that documents the process for obtaining student consent for the proposed transfer to the SPMP.

Condition one is now met.

Evidence:

Response to gateway four conditions, 21 February 2022

Timeline transition to FMC24 student information and consent, undated

Date condition(s) met : 24 February 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 review and discussions at the approval visit confirm that students have access to a range of practice learning opportunities including antenatal, postnatal, intrapartum care and community settings as well as specialist placements such as gynaecology/women's health, neonatal intensive care and medical urgent/emergency care. These opportunities enable them to develop and meet the SPM.

Student achievement of the SPM is documented in the MPAD. A context and implementation document details, the arrangement of the SPM in each part of the programme and monitoring and management of student progression through the programme. The context and implementation document makes explicit that practice learning is graded.

Domains one to five of the SPM are mapped within programme documentation. The skills detailed in domain six are visible and evidenced within the MPAD, demonstrating what must be met at the point of registration as a midwife.

PLPs tell us they're able to provide sufficient quality practice learning opportunities and student support and supervision to meet the SPMP and SPM. Students tell us they receive practice learning opportunities which enable them to experience the full range of maternity care as well as specialist learning experiences. Discussion at the approval visit with PLPs confirm, that practice learning environments provide students with the required learning opportunities to develop and meet the programme requirements. There's a placement plan for the full duration of the programme and we're told that students rotate across both health boards. The programme team tell us that supernumerary status is protected and this is confirmed by the students.

Practice placement audits are undertaken jointly between PLPs and the AEI.

CU has procedures in place for escalating concerns about safe and effective care. These are communicated clearly in student-facing documentation.

Students confirm that they're well supported by the programme team, practice supervisors, practice assessors, academic assessors and link lecturers in each practice learning environment.

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 specification and the student handbook detail the practice learning experiences planned for students over the course of the programme. The programme team and PLPs confirm there's sufficient practice learning experiences to support the student to gain experience in meeting the holistic needs of women, newborn, partners and families. These encompass the full scope of the midwife's role. The MPAD refers to the student demonstrating holistic care of the woman and neonate, across the childbearing continuum. All students experience a continuity of carer model and have the opportunity to learn with and from women and babies with complex care needs. Discussion at the approval visit provides clear evidence that 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
MET **NOT MET**

R3.3 is met. The MPAD provides templates for students to record and reflect on any IPL undertaken with members of the multidisciplinary team and for students to

self-evaluate and reflect on their practice learning experiences. IPL opportunities on campus include theatre skills workshops, with operating department practitioner students and a perinatal mental health workshop with health visiting and mental health nursing students. Students and PLPs tell us that there are many opportunities to engage in interdisciplinary and multi-agency team working. This can occur in the routine course of the practice learning experience or through planned experiences in discussion with the practice supervisor.

The school has developed principles of inter-professional education that have been embedded into the proposed midwifery programme in response to the HEIW tender.

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. In keeping with national policy guidelines, continuity of midwifery carer is embedded throughout the programme through theory and practice modules. Students are involved in providing care and support to a small group of women throughout their maternity journey, including antenatal, intrapartum and postnatal care, across a range of settings. This is called the continuity of care and carer scheme and is documented in 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. The programme utilises two PLP health boards, both of which serve a diverse population and client group. Both health boards that are utilised for placements within the programme have midwifery-led and continuity of carer service provision embedded within them.

The MPAD requires students to record and reflect on practice experiences, to demonstrate their adherence to the values of the Code (NMC, 2018). The theoretical element of the programme addresses the impact of diversity on health outcomes.

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

MET **NOT MET**

R3.6 is met. CU provides 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. These include physical, psychological, social, cultural and spiritual factors. The programme curriculum is designed to build upon topics that increase in complexity and reinforce previous learning. The curriculum provides a fundamental knowledge base of midwifery practice in year one, which is built upon in subsequent years, identifying increasing complexity in caring for women and newborn infants coupled with clinical decision making and autonomous practice.

The MPAD is designed to document students' developing knowledge and understanding when caring for women and newborn infants with additional needs. The MPAD midway progress and end of year summative assessment require students to be assessed against the professional behaviours required of a registered midwife as documented in the Code .

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. Programme documentation indicates that effective processes are established to ensure that the students' individual needs and personal circumstances are given consideration in the allocation of placements. This includes making reasonable adjustments for students with learning and physical needs. PLPs clearly articulate the process and how they work in partnership with the midwifery link tutor to agree adjustments to facilitate student learning when needed. Students report good support in practice and from all the midwifery team for any personal or professional concerns.

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 <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 2 February 2022	
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 4: Supervision and assessment
<p>AEIs together with practice learning partners must:</p> <p>R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC Standards framework for nursing and midwifery education</p> <p>R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC Standards for student supervision and assessment</p> <p>R4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes</p> <p>R4.4 provide students with feedback throughout the programme to support their development</p> <p>R4.5 ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 percent</p> <p>R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife</p> <p>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</p> <p>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</p>
Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Documentary evidence and the approval visit confirm that CU has robust procedures and policies in place to show how support, supervision, learning opportunities and assessment comply with SFNME. There's documentary evidence of CU's fitness to practice policy and process and students are made aware of this when they undertake preparation for practice at the start of the programme.

Academic staff curriculum vitae demonstrates that the proposed programme is delivered by suitably qualified educators.

The programme specification indicates that students have access to academic tutors for academic support, personal tutors for pastoral support and a range of wider university student support services. Students confirm the effectiveness of these mechanisms and praise the support they receive from their programme team.

There's a clear partnership infrastructure and associated processes that ensure support, supervision, learning opportunities and assessment in theory and practice settings comply with the SFNME. The student staff panel meetings provide further governance for the midwifery programme. The importance of working with PLPs and SUCs strategically and operationally is evidenced through PMG meetings, meetings with SUCs and the supportive practice infrastructure demonstrating a shared approach to quality practice learning.

Documentary evidence shows that students can achieve the SPM through access to a variety of practice learning experiences in PLP organisations. There are practice learning experiences in each year of the programme, which are designed to facilitate students meeting a diverse range of people in a variety of practice and community settings. CU is to use the once for Wales MPAD.

Senior school staff and PLPs tell us that any issues which arise are monitored through a partnership process and any risks to students' practice learning are collaboratively managed. Students can register any concerns in clinical practice with clinical staff. Evidence from educational audits is also used to determine suitability of practice learning environments.

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 complies with the SSSA. The role of academic assessors, practice assessors and practice supervisors is detailed within the MPAD and in the context and implementation document. Communication and engagement between SSSA roles is evident in the programme documentation and there are robust processes in place to ensure joint agreement on the competence of students for each part of the programme. The nominated person in each practice setting is identified in the MPAD. The MPAD is used to guide and assess student's practice learning and proficiencies and records student achievement and progression.

There are fitness to practice regulations and processes and policies such as raising concerns and equality and diversity, which students and PLPs indicate they're familiar with.

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 not met. Programme documentation is mapped to the SPM in both theory and practice and to programme outcomes.

The MPAD details and records achievement of the SPM in the practice learning environment and progression through each part of the programme. Domains one to five are mapped and the skills detailed in domain six are clearly visible and evidenced within the MPAD, demonstrating what must be met at the point of registration as a midwife.

Placement experiences are monitored by the academic link lecturer to ensure students are provided with the appropriate experiences to meet the SPM. External examiners review the assessments for quality purposes.

Current programme year one modules in theory and practice are mapped to the proposed new curriculum. However, mapping of year one of the current programme practice document to the skills detailed in domain six within the MPAD to ensure that any deficit knowledge, skills and proficiencies are identified, taught and assessed isn't clear in documentary evidence. This must be made clear to demonstrate that students who transfer onto the proposed programme meet the SPM and the panel therefore agreed to apply a condition. (Condition two)

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

MET **NOT MET**

R4.4 is met. Programme documentation shows that there are processes in place to provide students with feedback throughout the programme in both theory and practice components. There's a commitment to ensuring that standard university feedback mechanisms are achieved in a timely manner. Feedback on summative assessments aims to prepare students for their future assessments and includes commentary on areas of strength and areas for development. The academic assessor is identified as being responsible for providing feedback on assessment and progression in practice learning in collaboration with the practice assessor. The MPAD enables both the practice supervisor and practice assessor to provide ongoing formative and summative feedback to the student in the practice setting. This is confirmed at the visit by students and PLPs.

Women and their families can provide feedback as part of the MPAD. Practice supervisors gain the consent of women and their families completing the forms for their feedback to be included in the MPAD. The MPAD records student achievement of the SPM. The MPAD requires ongoing feedback from practice supervisors that supports and informs the development of progression towards achievement of the SPM. Practice assessors record in the MPAD that the programme outcomes and SPM are met and confirmed by academic assessors.

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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome		
Is the standard met?	MET <input type="checkbox"/>	NOT MET <input checked="" type="checkbox"/>
<p>Current programme year one modules in theory and practice are mapped to the proposed new curriculum. However, mapping of year one of the current programme practice document to the skills detailed in domain six within the MPAD to ensure that any deficit knowledge, skills and proficiencies are identified, taught and assessed isn't clear in documentary evidence.</p> <p>Condition two: The programme team must provide a mapping document which evidences how the SPM are addressed for current students transferring to the SPMP. (SPMP R4.3)</p> <p>Date: 2 February 2022</p>		
Post event review		
Identify how the condition(s) is met:		
<p>Condition two: The programme team have provided a mapping document and comprehensive narrative that evidences how the SPM are addressed for current students transferring to the SPMP.</p> <p>Condition two is now met.</p> <p>Evidence: Response to gateway four conditions, 21 February 2022 Midwifery FMC24 transition document, undated Current modules mapping to NMC 2019 midwifery standards, undated Module mapping document, undated Transition mapping, undated</p>		
Date condition(s) met: 24 February 2022		
Revised outcome after condition(s) met:	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>

Standard 5: Qualification to be awarded
AEIs together with practice learning partners must:
R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level
R5.2 notify students during and before completion of the programme that they have five years to apply to register with the NMC if they wish to rely on this

qualification¹. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

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

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

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

YES NO

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

YES NO

Fall Back Award

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

YES NO N/A

There are no fall back exit awards that confer 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: 2 February 2022

Post event review

Identify how the condition(s) is met:

N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for midwives</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration midwifery programmes</i> (NMC, 2019) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the LME	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<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 isn't presented for approval.		
Post visit evidence: Response to gateway four conditions, 21 February 2022 Timeline transition to FMC24 student information and consent, undated Midwifery FMC24 transition document, undated Current modules mapping to NMC 2019 midwifery standards, undated Module mapping document, undated Transition mapping, undated		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Three x BMid (Hons) first years Three x BMid (Hons) second years Three x BMid (Hons) third years Two x newly qualified midwives		
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 isn't presented for approval.		
Additional comments: None identified.		

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

	YES	NO

Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: HIW quality check summary, learning disability residential service, Aneurin Bevan University Health Board, 25 May 2021 HIW hospital inspection (announced), community hospital free standing birth unit – maternity services, Aneurin Bevan University Health Board, 17 July 2020 HIW quality check summary, Ty Lafant assessment and treatment unit, Llanfrechfa, Grange Hospital, 26 March 2021		
If you stated no above, please provide the reason and mitigation: CU is an established AEI. No resource check is 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):	Rachael Spencer Adrian Mason	Date:	7 February 2022
Checked by:	Ian Felstead-Watts	Date:	9 February 2022
Submitted by:	Shahzaib Ghafoor	Date:	4 March 2022
Approved by:	Colleen Regan	Date:	9 March 2022