

14/04

**Programme approval report**

**Section one**

<b>Programme provider name:</b>	University of Lincoln
<b>Programme reviewed:</b>	Registered Midwife - 18M <input type="checkbox"/> Registered Midwife - 24M <input type="checkbox"/> Registered Midwife - 36M <input checked="" type="checkbox"/> Registered Midwife - degree apprentice <input type="checkbox"/>
<b>Title of programme(s):</b>	BSc (Hons) Midwifery
<b>Academic levels:</b>	
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
<b>Date of approval visit:</b>	16 February 2022
<b>Programme start date:</b>	
Registered Midwife – 18M	<input type="text" value="N/A"/>

Registered Midwife – 24 M Registered Midwife – 36 M Registered Midwife – degree apprentice	N/A
	12 September 2022
	N/A
<b>QA visitor(s):</b>	Registrant Visitor: Jan Bowyer Lay Visitor: Jayne Walters

**Section two**

**Summary of review and findings**

The University of Lincoln (UoL) is an approved education institution (AEI), which is made up of four colleges: arts, business, science and social science. Within the college of social science, the school of health and social care (SHSC) provides pre-registration nursing and midwifery programmes, as well as other professionally accredited courses such as physiotherapy, occupational therapy, paramedic science and social work. The AEI presents for approval a full-time three-year pre-registration BSc (Hons) midwifery programme to align with the Standards framework for nursing and midwifery education (SFNME) (Nursing and Midwifery Council (NMC), 2018), Standards for student supervision and assessment (SSSA) (NMC, 2018), Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and Standards of proficiency for midwives (SPM) (NMC, 2019). The programme has a proposed annual intake of 30 students in September each year.

Programme documentation and the approval visit confirm there's evidence that curriculum content, modes of delivery and practice learning experiences are designed to meet the SFNME, the SSSA and the SPM. There are four full-time registered midwifery academic staff available to support the programme, including the lead midwife for education (LME).

Programme documentation and discussion at the visit confirm that there has been consultation in the development of the programme with practice learning partners (PLPs), service users (SUs) and students. Stakeholders have contributed to consultation through stakeholder engagement events, responding to surveys and reviewing programme documentation.

There's evidence of effective partnership working with PLPs at both operational and strategic levels. Senior PLPs confirm their support for the programme. There are processes in place to support practice learning in line with the SSSA. UoL work in partnership with PLPs to address any risks to practice learning. This includes addressing adverse Care Quality Commission (CQC) reports to ensure learning is a safe experience for students. There is collaborative working with PLPs and other AEIs in the auditing of the placement learning environment and monitoring of placement capacity. Practice supervisors and practice assessors are established and working in line with the SSSA. PLPs confirm that updates for practice supervisors and practice assessors are planned and take place.

The programme is adopting the NMC approved midwifery ongoing record of achievement (MORA) for the assessment of practice. The MORA is the product of the midwifery practice assessment collaboration (MPAC) of midwifery education and practice providers across England and Northern Ireland. The MORA has been mapped against the SPM (domain six). Students record their learning journey in an electronic portfolio, known as the e-MORA. This portfolio is provided by Myprogress and is available to students on a downloadable application.

This visit is undertaken by remote means.  
 The SFNME isn't met at programme level.  
 The SSSA is met at programme level.  
 The programme is recommended to the NMC for approval subject to three joint NMC and university conditions. Two conjoint recommendations and one university recommendation are made.  
 Updated 14 April 2022:  
 Evidence is provided to meet the three joint NMC and university conditions. All conditions are now met.  
 The programme is recommended to the NMC for approval.

**Recommended outcome of the approval panel**

<b>Recommended outcome to the NMC:</b>	Programme is recommended to the NMC for approval <input type="checkbox"/> Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
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<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>Condition one: Provide an implementation plan which details how maternity SUs will be involved in the ongoing future design, delivery, assessment and evaluation of the midwifery programme. (SFNME R1.12; SPMP R2.4) (NMC and university condition)</p> <p><b>Selection, admission and progression:</b></p> <p>None identified.</p> <p><b>Practice learning:</b></p> <p>Condition two: The programme team must demonstrate compliance with the NMC Standards for education and training for all periods of learning undertaken outside the United Kingdom (UK). (SFNME R2.15; SPMP R4.1) (NMC and university condition)</p> <p><b>Assessment, fitness for practice and award:</b></p>
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	<p>Condition three: To obtain a variation from the university regulations to ensure there is no compensation in assessments across theory and practice learning. (SFNME R5.16; SPMP R4.1) (NMC and university condition)</p> <p><b>Education governance: management and quality assurance:</b></p> <p>None identified.</p>
<b>Date condition(s) to be met:</b>	31 March 2022
<b>Recommendations to enhance the programme delivery:</b>	<p>Recommendation one: To consider strengthening the role of the academic assessor and practice assessor in the monitoring of student exposure to all areas of midwifery practice and adjust placements accordingly. (SPMP R3.1) (NMC and university recommendation)</p> <p>Recommendation two: To consider strengthening further the exposure to continuity of midwifery carer and monitor the equity of the student learning experience. (SPMP R3.4) (NMC and university recommendation)</p> <p>Recommendation three: The team should update programme documentation to ensure that the use of formative assessment is more explicit. (University recommendation)</p>
<b>Focused areas for future monitoring:</b>	<p>SU involvement in the ongoing design, delivery, assessment and evaluation of the midwifery programme.</p> <p>Practice learning experience, including continuity of midwifery carer.</p>

**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions:**

Additional and revised programme documentation provides evidence that all conditions are met.

The programme team has developed an implementation plan for the ongoing involvement of SUs and people with a lived experience in the design, delivery, assessment and evaluation of the BSc (Hons) midwifery programme. Condition one is met.

SHSC has put processes in place to ensure all periods of learning inside and outside the UK comply with the NMC Standards for education and training. The practice learning hub team ensure that non-UK practitioners who will act as practice supervisors meet the requirements of the SSSA and that there is parity between overseas-based intended practice supervisors through identification, preparation, support and updates for the role as it is done in the UK. Condition two is met.

A variation from the university regulations has been approved by the college director of academic quality and standards to ensure there is no compensation in assessments across theory and practice learning. Condition three is met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	N/A
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	14 April 2022

### Section three

<b>NMC Programme standards</b>
<p>Please refer to NMC standards reference points</p> <p><a href="#">Standards for pre-registration midwifery programmes</a> (NMC, 2019)</p> <p><a href="#">The Future midwife: Standards of proficiency for registered midwives</a> (NMC, 2019)</p> <p><a href="#">Standards framework for nursing and midwifery education</a> (NMC, 2018)</p> <p><a href="#">Standards for student supervision and assessment</a> (NMC, 2018)</p> <p><a href="#">The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</a> (NMC, 2015 updated 2018)</p> <p><a href="#">Quality assurance framework for nursing, midwifery and nursing associate education</a> (NMC, 2020)</p>



## NMC Programme standards

[QA Handbook](#) (NMC, 2020)

### Partnerships

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

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

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

#### **Standard 1: The learning culture:**

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

#### **Standard 2: Educational governance and quality:**

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

#### **Standard 3: Student empowerment:**

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

**Standard 4: Educators and assessors:**

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

**Standard 5: Curricula and assessment:**

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

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

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

- 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.**

Documentary evidence and the approval visit confirm evidence of partnership working between UoL and all stakeholders. There's evidence of student, SU and PLP contribution to the development of the programme through stakeholder engagement. Stakeholders tell us how they've been involved in consultation meetings, documentary review and completion of questionnaires. While there's evidence of consultation about the proposed programme, SUs can't tell us about plans for further stakeholder involvement in the ongoing design, delivery, assessment and evaluation of the proposed programme. (Condition one)

Programme documentation and PLPs confirm that there's engagement and partnership working with the UoL to ensure practice learning is appropriate for midwifery students. Educational audits of practice learning environments are undertaken in collaboration with PLPs, using the practice assessment record and evaluation tool. The audit process ensures that practice learning environments are assessed and monitored for quality and safety and that they are appropriate to support midwifery students.

There's evidence that there are policies and processes in place to confirm student good health and character.

PLPs tell us that they work in partnership with UoL to address any adverse CQC reports and respond to and address issues raised in practice learning environments. Programme documentation, PLPs, students and the programme team confirm that there are processes in place to raise and escalate student and practice learning concerns. This includes four risk levels, including exceptional reporting to the NMC any critical risk areas. A flow chart is also provided for stakeholders as a quick visual summary.

Students tell us that they can share their views on theory and practice learning experiences through module and placement evaluations, the student representative system and the subject board. Students confirm that UoL listen to their views and provide them with examples of how they have influenced changes to the curriculum. Discussions at the visit confirm that processes are in place for UoL and PLPs to consider and respond to student feedback.

The assessment and feedback process confirms that student individual learning needs are considered and reasonable adjustments made when needed. Students tell us that they have good support from the programme team and UoL academic and wellbeing support services. Students tell us that they have access to support in practice learning environments from midwifery link lecturers, practice supervisors, practice assessors and academic assessors.

The SSSA is established in the programme. PLPs confirm that they're prepared to supervise and assess students in line with the SSSA. Midwifery specific preparation is undertaken by PLPs. Documentary evidence confirms that the roles and responsibilities of practice supervisors, practice assessors and academic assessors are clearly detailed for students.

Programme documentation and meetings with the programme team and students confirm that there's inter-professional learning (IPL) opportunities in theory and in the practice learning environment. The programme team and students tell us about IPL opportunities with students from other programmes including medicine, pharmacy and paramedic. IPL experiences in the practice learning environment are evidenced in the e-MORA.

Processes are in place in theory and practice learning to provide students with formative and summative assessment. Practice supervisors, practice assessors, and SUs provide and record feedback on student performance, progression and achievement in the e-MORA. Students tell us they receive online written feedback for academic assessments.

Documentary evidence and the approval visit confirm that SUs and PLPs are involved in the recruitment and selection of midwifery students. SUs contribute to interview processes and provide feedback on interview questions. The SHSC has an established SU group, the together group. The SU participation handbook details SU activities. The SU handbook and programme team tell us that SUs receive support and preparation for their role, including online equality, diversity and inclusion (EDI) training. SUs tell us they will be talking to students about their experiences. SUs can't confirm their ongoing contribution to the development, delivery, assessment and evaluation of the programme. (Condition one)

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**

Documentary evidence and discussion at the approval visit doesn't provide assurance about SU involvement in future design, delivery, assessment and evaluation of the programme. The SUs we met at the approval visit are recently appointed and have limited involvement to date. There's no clear plan for how maternity SUs will be involved at a programme level.

Condition one: Provide an implementation plan which details how maternity SUs will be involved in the ongoing future design, delivery, assessment and evaluation of the midwifery programme. (SFNME R1.12; SPMP R2.4)

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:**

Condition one: The SHSC participation lead and programme team have developed an implementation plan for the ongoing involvement of SUs and people with a lived experience in the design, delivery, assessment and evaluation of the BSc (Hons) midwifery programme. This includes timelines and measurable objectives for future monitoring. The programme team will continue to engage with the maternity voice partnership, who were consulted on the design of the programme. As part of the reorganisation of the school programmes' governance structure, the associate professor with responsibility for quality will work collaboratively with SUs from the together group, the school participation worker and programme leaders to ensure SU involvement is strengthened and sustained over the next five years.

Condition one is met.

Evidence:

UoL response to conditions document, 11 April 2022

BSc (Hons) midwifery involvement of maternity SUs implementation plan, 3 March 2022 updated 6 April 2022

**Date condition(s) met:** 14 April 2022

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

**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. Programme documentation explicitly details the literacy and numeracy entry requirements. Documentary evidence and the approval visit confirm that students are supported to develop their numeracy, literacy and digital and technological literacy throughout the programme. The development of numeracy skills is supported in all three years by an interactive online numeracy package, which supplements in-class learning. Throughout the programme, students are assessed on their ability to carry out calculations associated with medicines, nutrition and fluids, with an increase in level of knowledge each year.

Literacy is developed in conjunction with learning development materials introduced in modules in year one of the programme. All students have access to the online resources of the university's learning development team. During years two and three, students are offered further literacy support to write at higher levels through links with the learning development team and writing workshops. Module tutors also support the development of academic writing skills. Students tell us that they know how to access academic and other support in relation to any aspect of their learning and provide examples of support received.

There's documentary evidence that students are supported to develop their digital and technological literacy throughout all three years of the programme. Each module has a site on the university learning platform blackboard ultra, where information about the module and the learning resources can be accessed. Online evidence-based resources are made available to students, in addition to library-based resources and online access to peer reviewed journals. Supplementary e-



learning platforms, such as Elsevier Clinical Skills and e-learning for health, are utilised to support students in the development and consolidation of their knowledge and skills and the application of theory to practice. Students also have access to the university's student support services throughout the programme.

**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 Annex 1 of this document.

YES  NO  N/A

UoL doesn't offer a shortened pre-registration midwifery programme.

**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.**

Existing students remain on their current BSc (Hons) midwifery programme and will not transfer to the new programme unless they interrupt their studies. There's a comprehensive mapping process for returning midwifery students to facilitate transfer to the new programme.

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

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

The programme team and PLPs tell us that the current programme is delivered under the SSSA. There's documentary evidence in student facing documentation that identifies how the SSSA roles support them in the practice learning environment. Current students confirm that they're assigned to practice supervisors and practice assessors who are prepared to support them.

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:** 16 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  NOT MET

N/A

**Standard 2: Curriculum**

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

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

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

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

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

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

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

**Findings against the standard and requirements**

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

- R2.1 ensure programmes comply with the NMC [Standards framework for nursing and midwifery education](#) YES  NO
- R2.2 comply with the NMC [Standards for student supervision and assessment](#) YES  NO
- R2.3 ensure that programme learning outcomes reflect relevant *Standards of proficiency for midwives* YES  NO

**Provide an 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 not met. There's an established SU group, the together group, and information about SU activities is detailed in the SU participation handbook. There's documentary evidence that SUs have contributed to the design and development of the programme.

Documentary evidence and the programme team confirm that SUs are involved in the recruitment and selection of midwifery students. SUs participate in interviews and review interview questions. The programme team tell us that SUs receive support and training, including online EDI training. The SUs can't confirm this. While there's evidence of the involvement of women in the programme, the SUs can't tell us about how they'll be involved in the ongoing design, development, learning, teaching, assessment and evaluation of the programme. We found insufficient evidence of involvement of women, partners, families and advocacy groups in the delivery, assessment and evaluation of the midwifery programme. (Condition one)

The programme team, students and SUs describe plans for SUs to share experiences of maternity care. Students receive feedback from SUs on their experiences of the care provided by students via the e-MORA.

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

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

YES  NO  N/A

The programme is delivered in England.

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

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

MET  NOT MET

R2.6 is met. Programme documentation and the approval visit confirm that theory and practice learning are designed and delivered to ensure students have appropriate exposure to midwifery practice.

Students are allocated to a single trust for the duration of their programme. The range of practice learning experiences includes antenatal, postnatal, labour ward and community settings; these ensure students have ongoing exposure to relevant midwifery practice. Students are encouraged to negotiate insight days with other professionals such as health visitors and specialist midwives. Students also undertake a two-week gynaecology placement in the first or second year of the

programme and a two-week neonatal intensive care unit placement in the second half of the programme. Students confirm that practice learning opportunities prepare them to demonstrate how they meet the SPM.

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. There's evidence in the documentation that a variety of teaching and learning strategies are used to support learning and prepare students for assessments. SHSC has clinical simulation facilities for students as well as dedicated breakout spaces for collaborative working. Simulation takes place throughout the programme using low-fidelity and high-fidelity sessions such as obstetric emergency training using midwifery manikins. Simulation allows students to develop and practise clinical skills using multi-media resources, clinical demonstrations and role play. The management of obstetric emergencies is summatively assessed by an objective structured clinical examination in the level five safe and effective midwifery care module.

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 4640 hours in length and programme documentation confirms that there's an equal balance of 50 percent theory and 50 percent practice learning. The programme consists of 39 weeks per year, excluding annual leave. Students are expected to attend all taught sessions and there is a UoL retrieval of theory learning hours in place for students studying on healthcare programmes. Students complete 40 hours per week in theory and practice. Students can claim up to 30 minutes of reflection and consolidation time for each seven and half hours they spend in practice-based learning. This supported learning time is optional and taken on a weekly basis. It can be spent with practice supervisors, peers, SUs or alone, and is designed to support the development of personal resilience strategies and constructive personal development planning.

In year one, the curriculum focuses on the students learning about normal physiological processes. Students are taught midwifery skills, such as empowerment and informed choice, as well as antenatal, intrapartum and postnatal care. Students in the second year learn how to manage obstetric emergencies as well as being taught about various medical conditions which may impact on pregnancy. Research skills and public health and health promotion topics are also covered to support the midwife becoming a scholar and leader. In year three, students focus on preparation for registration including leadership skills, service innovation and the ability to be a practice supervisor. Students also



develop the skills and knowledge to enable them to undertake full systematic examination of the newborn infant.

A blended learning and teaching approach is utilised to enable effective delivery of the curriculum. A range of learning and teaching strategies are employed including lectures, seminars, workshops, simulation and self-directed learning. Resources are available to support simulation and technology enhanced learning in both theory and practice learning environments. Student learning is supported by the virtual learning environment, blackboard ultra, and other online learning resources.

Programme documentation, students and the programme team confirm the curriculum includes IPL sessions with students from other programmes including medicine, pharmacy and paramedic. There are some problem-based learning sessions throughout the three years to encourage student participation and active learning.

Students complete formative assessment in theory and practice learning. There are a variety of assessment methods including written assignments, unseen and practical examinations, presentations, projects and completion of proficiencies within the e-MORA. Students tell us they receive timely online written feedback on assessments. The MORA is pass/fail and there's no grading of practice assessment.

**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

There's no shortened pre-registration midwifery programme.

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 <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
There's no shortened pre-registration midwifery programme.
Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to curricula and assessment are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
There's insufficient evidence of involvement of women, partners, families and advocacy groups in the delivery, assessment and evaluation of the midwifery programme. SUs aren't able to tell us about how they will be involved in the future ongoing design, development, learning, teaching, assessment and evaluation of the programme. (Condition one)
Assurance is provided that Gateway 2: <a href="#">Standards for student supervision and assessment</a> relevant to assessment are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Outcome</b>
Is the standard met? MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/>
There's insufficient evidence of involvement of women, partners, families and advocacy groups in the delivery, assessment and evaluation of the midwifery programme. SUs aren't able to tell us about how they will be involved in the future ongoing design, development, learning, teaching, assessment and evaluation of the programme.
Condition one: Provide an implementation plan which details how maternity SUs will be involved in the ongoing future design, delivery, assessment and evaluation of the midwifery programme. (SFNME R1.12; SPMP R2.4) (NMC and university condition)
<b>Date:</b> 16 February 2022
<b>Post event review</b>
<b>Identify how the condition(s) is met:</b>
Condition one: The SHSC participation lead and programme team have developed an implementation plan for the ongoing involvement of SUs and people with a lived experience in the design, delivery, assessment and evaluation of the BSc (Hons) midwifery programme. This includes timelines and measurable objectives for future monitoring. An outline is provided for SU involvement in module planning and delivery across all three years of the new pre-registration midwifery programme. Existing and new together group members will work alongside academics, students and practitioners on a variety of teaching, learning and assessment activities. For example, hearing SU stories, involvement in teaching

and learning workshops and engagement in simulation exercises and objective structured clinical examination assessments.

Condition one is met.

Evidence:

UoL response to conditions document, 28 March 2022 and 11 April 2022  
BSc (Hons) midwifery involvement of maternity SUs implementation plan, 3 March 2022 updated 6 April 2022

**Date condition(s):** 14 April 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 a placement schedule and discussions at the visit confirm that practice learning opportunities enable students to develop and meet the SPM. Students are allocated to a single PLP for the duration of the programme.

The SHSC practice learning hub has a clear and structured process for the allocation of student practice placements. Within the SHSC practice learning hub team there is a placement administrator for midwifery and a placement coordinator, whose responsibilities include the oversight of the placement allocation. The practice learning hub team also includes a practice learning development worker, who is responsible for safeguarding, educational audits and partnership agreements. The practice learning hub has weekly drop-in sessions specifically for midwifery students. Students gave us examples of how the practice allocation had changed to meet their learning needs and increase their intrapartum experience in year three.

The university uses a web-based practice education management system (PEMS). PEMS is readily accessible to students, practice supervisors and practice assessors. The system enables the planning of placement allocations, retains historical placement allocation records and provides transcripts of student placement hours. PEMS is used to report on student placement evaluations, record student mandatory training and report on placement visits carried out by academic staff. Documentation confirms that educational audits are carried out using this system and partnership agreements are retained within PEMS.

Practice supervisors, practice assessors and academic assessors are already established and working to the SSSA. PLPs tell us they have sufficient placement capacity and staff resources to support UoL midwifery students. Students tell us that they are supernumerary in practice. Students and PLPs confirm that they know how to raise and escalate concerns. Student feedback from practice placements is shared with PLPs and acted upon if any areas of improvement are identified. Students are informed about actions taken. Students can nominate whole practice areas or individual practice supervisors or practice assessors for excellence in practice education awards, which are distributed annually by the practice learning hub in recognition of student feedback.

The MORA has been mapped to the SPM and the UK baby friendly initiative university standards (United Nations Children's Fund, 2019) including how these will be achieved. The programme is adopting an electronic version of the MORA, using Myprogress, to record students' progress and achievement of proficiencies. Students and PLPs tell us that practice learning opportunities are variable and achievement of birth numbers and systematic examination of the newborn can be

challenging. The programme team is advised to consider strengthening the role of the academic assessor and practice assessor in the monitoring of student exposure to all areas of midwifery practice and adjust placements accordingly. (Recommendation one)

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. Programme documentation and the approval visit confirm that students are exposed to a range of practice learning opportunities to support the development of knowledge and skills, which reflects the role and scope of the midwife and the holistic care provided to women, newborn infants, partners and families. Progression towards achievement of the SPM is recorded in the e-MORA. Practice assessors record their decision on progress and achievement of the SPM. Students reflect on their experiences, progress and performance and any action plans to support them to manage appropriate learning. PLPs tell us that there's sufficient practice supervisors and practice assessors to support, supervise and assess students. Students may obtain additional support from the professional midwifery advocates in the practice settings. The programme team tell us that the students' academic assessor will be able to view individual student progress through the e-MORA using the academic assessor staff dashboard function.

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. Programme documentation and the approval visit confirm that students have appropriate practice learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working. IPL experiences in the practice learning environment are evidenced within the e-MORA.

The UoL inter-professional education strategy 2020-25 incorporates a five-year plan to implement IPL across the schools of science, pharmacy and SHSC. The programme team and students tell us about opportunities to learn with students on other programmes including medicine, paramedic and pharmacy students. The programme team tell us they are also planning a series of simulation events co-joined by midwifery students, medical students, nurses, pharmacists and paramedics considering learning associated with out of hospital obstetric emergencies in a rural community for example.

All placement areas have an inter-professional practice support team (IPST) linked to them. These teams have an identified academic lead to provide placement support and coordinate activities to support quality and development within the placement areas. The aim of the team is to provide support to practice supervisors, practice assessors and students in practice and be a visible presence

to promote confidence in approaching the university for advice. The IPST focus includes the student experience of practice placements, resolving any issues and/or providing information and guidance. The IPST team members help facilitate information sharing between practice assessors and academic assessors, to ensure they are informed of any action plans involving students/learners or any cause for concerns.

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 and the approval visit confirm that students have practice learning opportunities which enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for women and newborn infants.

All student midwives are involved in the care of a small group of women throughout their childbirth experience, including their antenatal, intrapartum and postnatal care. Students document their continuity of carer involvement with women/birthing people and their families in their caseload holding document. This is reviewed by the academic assessor as part of the submission of the MORA.

In line with the national maternity review better births report (2016) and the maternity transformation programme, PLPs tell us they are exploring continuity of carer models, mainly on a geographical basis. The programme team have a national presence on the continuity of carer sub-group with NHS England and the education working group, where national guidance has been developed to support AEs. UoL has piloted some students going directly into continuity of carer teams as an optional placement. There is an ongoing evaluation of the student experience in a continuity team.

The programme team are advised to consider strengthening further the exposure to continuity of midwifery carer and monitor the equity of the student learning experience. (Recommendation two)

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 team and students tell us about learning opportunities in the theoretical part of the programme to support this learning. In year two of the programme, students will participate in a three-day forum. This includes a multifaith day, external speakers from vulnerable groups and a focus on disability and inclusion with SU involvement. The programme rationale document states that vulnerable groups will include for example, sex workers, victims of



human trafficking, victims of honor violence, women/birthing people experiencing domestic abuse, substance misuse, living in poverty or the travelling community.

The programme team and students confirm that the practice learning environment provides experience of providing care to a diverse population across a range of settings, including midwifery led services. These learning opportunities are recorded in the e-MORA.

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

**MET**  **NOT MET**

R3.6 is met. Documentary evidence and the approval visit confirm that students have appropriate learning opportunities in theory and practice to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complications and additional care needs arise. These include physical, psychological, social, cultural and spiritual factors.

This is introduced in year one of the programme in the bio-psychosocial foundations of midwifery module and professional aspects of midwifery care module. In year two, students develop their skills to care for more complex cases and situations in the safe and effective midwifery care module and public health and global midwifery module. The care of the newborn infant, including systematic examination of the newborn, is taught and assessed in the final year of the programme. Student learning and achievement in practice is recorded in the e-MORA.

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, the programme team, students and PLPs confirm that processes are in place to ensure student individual needs and personal circumstances are considered in the allocation of practice placements.

PLPs confirm that reasonable adjustments are made in practice learning environments to support student need. This includes making reasonable adjustments for students with health, learning and personal requirements. Students tell us that they receive support and reasonable adjustments are made if needed; they describe examples of accessing support services. Student facing documentation, including the student handbook, clearly detail the range of academic and support services available to students.

The e-MORA facilitates the sharing of information between students and practice learning environments to support individual student needs and adjustments.



<b>Evidence provides assurance that the following requirements are met</b>	
R3.8 ensure students experience the range of hours expected of practising midwives	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
R3.9 ensure students are supernumerary	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to practice learning are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <a href="#">Standards for student supervision and assessment</a> relevant to practice learning are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Outcome</b>	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 16 February 2022	
<b>Post event review</b>	
<b>Identify how the condition(s) is met</b>	
N/A	
<b>Date condition(s):</b>	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

<b>Standard 4: Supervision and assessment</b>	
<b>AEIs together with practice learning partners must:</b>	
R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC <a href="#">Standards framework for nursing and midwifery education</a>	
R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC <a href="#">Standards for student supervision and assessment</a>	
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 not met. Programme documentation and the approval visit confirm that current and planned UoL academic resources are adequate to deliver the programme. The programme is supported by an LME who's an NMC registered midwife; the programme team are suitability qualified to deliver the programme. The programme team act as academic assessors who confirm student achievement of the SPM in the e-MORA. There's evidence of effective partnership working with PLPs, and procedures and policies are in place to evidence how students are supported, supervised and assessed in practice learning environments. PLPs and the programme team tell us that there are sufficient appropriately prepared practice supervisors and practice assessors to support delivery of the practice learning.

Information on practice learning support is detailed in the practice handbook and e-MORA. Students and PLPs confirm they have access to information about the process to raise and escalate any concerns in practice. Documentary evidence and students confirm that individual learning needs are responded to effectively. The e-MORA sets out the progression points and expectations for learning and is mapped to domain six of the SPM. The e-MORA provides evidence of how students record practice learning and their attendance is monitored. They are required to document practice learning hours, SU feedback and evidence of progression in each part of the programme towards achievement of the SPM. The team tell us that the MORA is already operational in some placement areas for other partner AEIs. The e-MORA context document provides the detail regarding

local implementation, including the expectation of proficiency completion for each year and part of the programme and the mapping to modules.

Educational audits of practice learning environments are undertaken in collaboration with PLPs. The audit process ensures that practice learning environments are assessed and monitored for quality and safety and that they are appropriate to support midwifery students. The educational audit process is normally undertaken at least every three years with a formal review of the audit taking place after two years. An educational audit may be undertaken before the two-year formal review, for example, in response to concerns regarding the quality of care delivered, student feedback, internal or external intelligence (including adverse CQC reports) or at the request of the placement area. Educational audits are stored on the PEMS system.

Students can undertake an elective placement for up to four weeks in year two of the programme. Elective placements are agreed with the personal tutor and the placement team to ensure systems are in place to receive appropriate supervision and ensure educational audits are completed. The programme team tell us that SSSA requirements are met and practice hours counted for elective placements in the UK. However, the programme team must demonstrate compliance with the NMC Standards for education and training for all periods of learning undertaken outside the UK. (Condition two)

The assessment regulations don't meet this standard. The university regulations refer to a general pass standard which enables compensation across grades within a module. The programme team tell us they plan to apply for a variation from the university regulations after the approval visit to ensure there is no compensation in assessments across theory and practice learning. (Condition three)

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

**MET**  **NOT MET**

R4.2 is met. There's documentary evidence that students will be supervised and assessed by practice supervisors, practice assessors and academic assessors. All placement areas have a named link lecturer. Placement allocation is undertaken by the AEI's placement hub using PEMS. PLPs maintain a database of registered midwives that have undertaken approved training to meet the SSSA as a practice supervisor and/or a practice assessor. Plans are in place to support practice supervisors and practice assessors to use the e-MORA. There's documentary evidence of a new midwifery practice supervisor course and a series of support forums to facilitate the implementation of the programme.

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 documentation has been clearly mapped to the programme outcomes and the SPM for theory and practice modules. A range of summative assessment methods are designed to provide students with a varied experience that replicates the demands of professional practice and demonstrates achievement of the programme outcomes.

Students evidence how they meet the SPM and programme outcomes in the e-MORA. The programme uses an online e-MORA. The programme team and PLPs confirm that students, practice supervisors and practice assessors will receive preparation and support to use this.

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

**MET**  **NOT MET**

R4.4 is met. There's documentary evidence that processes are in place to provide students with formative and summative feedback throughout the programme to support their theory and practice learning. The approval visit confirms how formative and summative feedback supports students. Students tell us they complete formative assessments that prepare them for summative assessment. The programme has a range of assessments including written assignments, unseen and practical examinations, presentations, projects and completion of proficiencies within the e-MORA. Students tell us that they receive online written feedback in a timely manner.

Practice assessments are recorded in the e-MORA. Students receive regular feedback on their progress. A template for women and their families to provide student feedback is recorded in the e-MORA. Meetings and feedback given to students by practice assessors, practice supervisors and academic assessors are detailed in the e-MORA.

**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

Further documentary evidence is required to demonstrate compliance with the NMC standards for education and training for all periods of learning undertaken outside the UK. (Condition two)

The university regulations refer to a general pass standard which enables compensation across grades within a module. However, in accordance with SFNME R5.16 there must be no compensation in assessments across theory and practice learning. (Condition three)

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

YES  NO

### Outcome

**Is the standard met?**

MET  NOT MET

The documentation does not include any programme information about elective placements. The programme team confirmed that students may undertake observational visits outside the UK. Further documentary evidence is required to demonstrate compliance with the NMC standards for education and training for elective placements outside the UK.

Condition two: The programme team must demonstrate compliance with the NMC Standards for education and training for all periods of learning undertaken outside the UK. (SFNME R2.15; SPMP R4.1) (NMC and university condition)

The university requires programmes, at the point of validation, to apply for variations to regulations. The programme team tell us they plan to apply for a variation from the university regulations after the approval visit to ensure the university principles of general pass standard do not apply and there is no compensation in assessments across theory and practice learning.

Condition three: To obtain a variation from the university regulations to ensure there is no compensation in assessments across theory and practice learning. (SFNME R5.16; SPMP R4.1) (NMC and university condition)

**Date:** 16 February 2022



## Post event review

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

Condition two: SHSC has put processes in place to ensure all periods of learning inside and outside the UK comply with the NMC Standards for education and training. The quality assurance of placements outside the UK will be undertaken in accordance with the updated SHSC midwifery international elective placement process document. Students are required to complete an overseas study information pack and risk assessment. The practice learning hub team ensure that non-UK practitioners who will act as practice supervisors meet the requirements of the SSSA and that there is parity between overseas-based intended practice supervisors through identification, preparation, support and updates for the role as it is done in the UK. Practice supervisors will be required to complete a quiz following training and updates monitored. As illustrated in the flowchart, students must have passed their e-MORA prior to the elective placement in year two. The elective placement learning outcomes are agreed in advance with the academic assessor. Students and practice supervisors receive ongoing support from the practice learning hub team and academic assessors throughout the period of the international elective placement.

Condition two is met.

#### Evidence:

UoL response to conditions document, 28 March 2022 and 11 April 2022  
SHSC midwifery international elective placement process document, April 2022  
BSc (Hons) midwifery process for elective placement allocation, March 2022  
UoL elective placements annual self-audit, May 2021  
BSc (Hons) midwifery elective placement student pathway flowchart, October 2021  
BSc (Hons) midwifery overseas study information pack and risk assessment, November 2021  
BSc (Hons) midwifery elective placement PowerPoint presentation 2023-2024  
Email template for students enquiring about arranging their own elective placement, undated  
BSc (Hons) midwifery learning outcomes with academic assessor, undated

Condition three: A variation from the university regulations has been approved by the college director of academic quality and standards to ensure there is no compensation in assessments across theory and practice learning.

Condition three is met.

#### Evidence:

UoL response to conditions document, 28 March 2022 and 11 April 2022  
UoL standard regulations oversight group, request for a change to or variation of regulations form, approved 15 March 2022



Email correspondence from the college director of academic quality and standards, 5 April 2022

**Date condition(s) met:** 14 April 2022

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

**Standard 5: Qualification to be awarded**

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

- R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level
- R5.2 notify students during and before completion of the programme that they have [five years](#) to apply to register with the NMC if they wish to rely on this qualification<sup>1</sup>. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

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

**Findings against the standards and requirements**

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

- R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level  
YES  NO
- R5.2 notify students during and before completion of the programme that they have [five years](#) to apply to register with the NMC if they wish to rely on this qualification<sup>2</sup>. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.  
YES  NO

**Fall Back Award**

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

YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	
There are no fall back exit awards that lead to eligibility to apply for registration as a midwife.	
Assurance is provided that the <a href="#">Standards framework for nursing and midwifery education</a> relevant to the qualification to be awarded are met	
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
<b>Outcome</b>	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 16 February 2022	
<b>Post event review</b>	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

**Section four**

**Sources of evidence**

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

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input 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: No apprenticeship route is being considered for approval.
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: Year one: one pre-registration midwifery student Year two: three pre-registration midwifery students Year three: one pre-registration midwifery student		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: No apprenticeship route is being considered 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 checked="" type="checkbox"/>	<input type="checkbox"/>
<p>System regulator reports list:</p> <p>CQC, quality report, United Lincolnshire Hospitals NHS Trust, 17 October 2019</p> <p>CQC, quality report, Lincolnshire Community Health Services NHS Trust, 27 September 2018</p> <p>CQC, quality report, Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust, 19 February 2020</p> <p>CQC, quality report, Northern Lincolnshire and Goole NHS Foundation Trust, 7 February 2020</p> <p>CQC, quality report, Sherwood Forest Hospitals NHS Foundation Trust, 15 August 2018</p>		
<p>If you stated no above, please provide the reason and mitigation:</p> <p>This is an established AEI and visits to facilities weren't needed.</p>		
<p>Additional comments:</p> <p>None identified.</p>		

**Mott MacDonald Group Disclaimer**

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**Issue record**

**Final Report**

Author(s):	Jan Bowyer Jayne Walters	Date:	22 February 2022
Checked by:	Pamela Page	Date:	23 February 2022
Submitted by:	Amy Young	Date:	3 May 2022
Approved by:	Colleen Regan	Date:	5 May 2022