

Programme approval report

Section one

Programme provider name:	University of Bedfordshire
Programme reviewed:	Registered Midwife - 18M <input type="checkbox"/> Registered Midwife - 24M <input checked="" type="checkbox"/> Registered Midwife - 36M <input checked="" type="checkbox"/> Registered Midwife - degree apprentice <input checked="" type="checkbox"/>
Title of programme(s):	BSc (Hons) Midwifery BSc (Hons) Midwifery (Apprenticeship) MSc Midwifery MSc Midwifery (Apprenticeship)
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 checked="" 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 checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11

Date of approval visit:	18 November 2021								
Programme start date:	<table border="1"> <tr> <td>Registered Midwife – 18M</td> <td></td> </tr> <tr> <td>Registered Midwife – 24 M</td> <td>26 September 2022</td> </tr> <tr> <td>Registered Midwife – 36 M</td> <td>26 September 2022</td> </tr> <tr> <td>Registered Midwife – degree apprentice</td> <td>26 September 2022</td> </tr> </table>	Registered Midwife – 18M		Registered Midwife – 24 M	26 September 2022	Registered Midwife – 36 M	26 September 2022	Registered Midwife – degree apprentice	26 September 2022
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QA visitor(s):	Registrant Visitor: Nicola Clark Lay Visitor: Clementina Aina								

Section two

Summary of review and findings
<p>The University of Bedfordshire (UoB) is an established approved education institution (AEI). The portfolio for midwifery and neonatal health that's responsible for the midwifery provision is part of the school of society, community and health (the school) within the faculty of health and social sciences (the faculty).</p> <p>UoB present a pre-registration midwifery programme with four routes for Nursing and Midwifery Council (NMC) approval. The programme has been developed to meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for student supervision and assessment (SSSA) (NMC, 2018), the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and the Standards of proficiency for midwives (SPM) (NMC, 2019). The proposed routes include a full-time three-year Bachelor of Science with Honours (BSc (Hons)), a full-time three-year BSc (Hons) apprenticeship (MDA), a full-time two-year Masters (MSc) shortened route and a full-time two-year MSc shortened MDA route. All routes lead to professional registration as a midwife.</p> <p>Senior employer partner (EP) representatives from Bedfordshire Hospitals NHS Foundation Trust, Buckinghamshire Healthcare NHS Trust and Frimley Park NHS Foundation Trust attended the approval visit and confirmed their commitment and support for the apprenticeship routes. The proposed EPs confirmed the governance arrangements to support the MDA routes at the visit. A condition is applied that requires them to provide signed statements to confirm that they meet the requirements as EPs.</p> <p>All routes propose one intake in each year commencing in September 2022. The programme is delivered on the UoB Luton and Aylesbury campuses. Student recruitment to the programme is expected to increase in response to the Health Education England (HEE) midwifery expansion project.</p>

The programme is adopting the midwifery ongoing record of achievement (MORA) for the assessment of practice, it's accessed online using the PebblePad and PebblePocket online platform. The MORA is the product of a collaborative development based on the established pan London model. The development of the MORA used regional stakeholder engagement including all lead midwives for education (LMEs) in England and Northern Ireland and is supported by HEE.

Programme documentation and the approval visit confirms that there's effective partnership working between UoB, students, EPs, practice learning partners (PLPs) and service users and carers (SUCs) at both operational and strategic levels. Senior EP and PLP managers agree to support practice learning opportunities and the continued application of the SSSA. Programme documentation provides evidence of the involvement of key stakeholders in the development and co-production of the programme.

There's evidence of effective communication systems to manage practice learning risks. Collaborative partnerships between EPs, PLPs and UoB ensure that they are able to address concerns raised through regulatory reporting, including those from the Care Quality Commission (CQC). Action plans are developed and monitored through a partnership working approach.

Programme documentation indicates that curriculum content, modes of delivery and practice learning experiences are designed to meet the SSSA, the SPM and the SPMP. There's an LME who's registered with the NMC.

Practice learning environment educational audits are undertaken in collaboration with EPs and PLPs every two years. They are uploaded to the practice learning site in the virtual learning environment (VLE) that's linked to the Bedfordshire resources for education online (BREO) platform.

Recognition of prior learning isn't available for pre-registration midwifery programmes.

This visit is undertaken face to face.

The SFNME isn't met at programme level. The SSSA is met at programme level.

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

Updated 11 February 2022:

UoB have submitted additional and revised programme documentation to meet the five NMC conditions. UoB confirm that the six university conditions are met.

All conditions are 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:
Condition four: Provide programme documentation that details how students are supported to meet all the midwifery proficiencies. (SFNME R2.11; SPMP R2.3)

Practice learning:
Condition five: Provide definitive programme documentation that explicitly details how students access practice learning opportunities that enable them to achieve the programme proficiencies associated with continuity of carer. (SFNME R2.3; SPMP R3.4)

Assessment, fitness for practice and award:
Condition three: Provide programme documentation that explicitly evidences that the assessments in relevant modules are fully aligned to the NMC standards. (SFNME R5.15; SPMP R2.1)

Education governance: management and quality assurance:
Condition one: Provide statements of commitment that demonstrate the governance arrangements between the employers and the education teams are in place to deliver the programme or alternatively withdraw the proposed EPs from the approval. (SFNME R2.5)

	<p>Condition two: Provide amended shortened route documentation that evidences an equal balance of 50 percent theory and 50 percent practice learning. This must include evidence of how the route has been designed and co-produced with key stakeholders. (SFNME R1.12, R5.3; SPMP R2.1, R2.8)</p> <p>Condition six: Provide evidence that external examiner nomination(s) for the courses have been approved through the external examiner committee. (University condition)</p> <p>Condition seven: Provide evidence that the necessary variations to regulations and exemptions from semesterisation have been approved through the university committee structure. (University condition)</p> <p>Condition eight: In reference to assessment:</p> <ul style="list-style-type: none"> • Address the mapping of course level learning outcomes to units to provide assurance, where named intermediate awards are required, that the correct units for the sub-awards are mapped to the appropriate outcomes. • Review the equivalency of assessment load for units of the same credit volume across the courses. • Ensure that there is a clear alignment between the learning outcomes and the description of assessment tasks (for example on the level four enhancing midwifery practice through public health unit and the level five enhancing quality and safety unit, assessment two). • Revisit threshold statements, to ensure that no thresholds include the assessment task and that they are written in a way that students clearly understand what is expected of them. • Consider the scheduling of assessment tasks to avoid bunching. • Ensure there is clarity that academic work is marked by academic members of staff, not placement staff.
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	<ul style="list-style-type: none"> Clarify that group tasks will lead to individual marks. (University condition) <p>Condition nine: Provide evidence that the conditions set by the NMC have been successfully signed off. (University condition)</p> <p>Condition 10: Provide examples of alternative assessment tasks that could be used, as evidence that the team are promoting an inclusive learning environment. (University Condition)</p> <p>Condition 11: Address any typographical errors identified by the panel, and to clarify in the documentation:</p> <ul style="list-style-type: none"> That simulation environments are not being used as a replacement for the required practice hours. What additions to the programmes will not transition as part of the new courses. (University condition)
<p>Date condition(s) to be met:</p>	<p>24 January 2022</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The programme team should consider how the numeracy assessment and the calculation of drugs can be made more explicit within the programme documentation. (SPMP R1.6)</p> <p>Recommendation two: The programme team should consider how ongoing SUC involvement can be further enhanced across the midwifery programme. (SFNME R1.12; SPMP R2.4)</p> <p>Recommendation three: The programme team should consider how equality and diversity training can be further supported for those involved in student recruitment. (SFNME R4.3; SPMP R1.4, R2.4)</p> <p>Recommendation four: The senior faculty team should continue to monitor and review academic staff resources and support when determining student recruitment figures. (SFNME R2.18; SPMP R4.2)</p>

	<p>Recommendation five: That numbers of practice assessors are reviewed in the context of intended student numbers, to ensure that the student experience is maintained and patient safety is assured. (University recommendation)</p> <p>Recommendation six: To consider updates to the student facing documents to articulate how digital literacy, peer assisted student success scheme, ICARE, Cre8 will be embedded in the courses. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<ul style="list-style-type: none"> • Academic staff resources. • Equality and diversity training monitoring for those involved in student recruitment. • SUC involvement with the programme, management delivery and evaluation. • Continuity of carer experience of student midwives.

<p>Programme is recommended for approval subject to specific conditions being met</p>	
<p>Commentary post review of evidence against conditions:</p> <p>Additional and revised programme documentation provides evidence that the conditions are met.</p> <p>Signed statements of commitment from Bedfordshire Hospitals NHS Foundation Trust, Buckinghamshire Healthcare NHS Trust and Frimley Park NHS Foundation Trust confirm that governance arrangements between UoB and EPs are in place to deliver the apprenticeship routes. Condition one is met.</p> <p>A revised shortened route midwifery programme handbook, revised programme plans and revised course information forms evidence of an equal balance of 50 percent theory and 50 percent practice learning. Minutes of a midwifery stakeholder meeting confirm EP and PLP involvement in the design and co-production of the shortened route. Condition two is met.</p> <p>Revised unit information forms, clearly evidence that the module assessments are appropriately detailed and are fully aligned to the NMC standards. The revised unit information forms also confirm that the 100 percent numeracy assessment is undertaken in controlled examination conditions. Condition three is met.</p> <p>Revised unit information forms, clearly detail how students are supported to meet all the midwifery proficiencies. The domain six proficiencies 6.3.2, 6.90.1, 6.90.2</p>	

and 6.90.3 are now clearly mapped and appropriately evidenced in the revised unit information forms. Condition four is met.

Revised unit information forms and a student guide to continuity of care and case loading clearly details how students are supported to access appropriate practice learning opportunities that enable them to achieve the programme proficiencies associated with continuity of carer. Condition five is met.

An email from the UoB quality and standards department confirms that the university conditions are met.

AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	11 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>

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

Standard 1: The learning culture:

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

Standard 2: Educational governance and quality:

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

Standard 3: Student empowerment:

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

Standard 4: Educators and assessors:

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

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Programme documentation and the visit confirms that UoB are committed to a partnership working approach with all stakeholders in the development, delivery and evaluation of the programme at both strategic and operational levels. EPs and PLPs tell us that they are supportive of the programme. The proposed EPs confirm that they fully support the inclusion of both MDA routes. There's no EP signed statements of commitment in place to evidence that the required governance arrangements are met and how apprentices undertaking the MDA routes will be supported. (Condition one)

The strategic partnership development group (SPDG) include senior faculty staff members, EPs, PLPs, students and SUCs. The SPDG meet twice a year; they oversee all UoB NMC programme developments and approvals. The midwifery programme operational partnership development group (OPDG) is led by the LME and the portfolio lead for midwifery, with involvement from the maternity voices' partnership, maternity liaison committee, students, EPs and PLPs. The OPDG meet three-monthly and report to the SPDG.

Programme documentation confirms and the programme team tell us that programme development discussions are held in a variety of ways to facilitate stakeholder contribution. Involvement included formal curriculum development meetings, surveys, workshops, engagement events and virtual discussions with EPs, PLPs, SUCs and students.

Programme documentation and the visit confirms that there's SUC involvement in the ongoing design, development, delivery and evaluation of the programme. SUC involvement is evidenced through their membership of the SPDC and ODPG. SUCs tell us that they're involved in assessments including objective structured clinical examinations (OSCEs). They're represented as part of recruitment and selection panels. The SUC representatives tell us that they've not been directly involved in the delivery of the midwifery programme. The programme team are advised to consider how the ongoing SUC involvement can be further enhanced across the programme. (Recommendation two)

Programme documentation and the visit confirms that SUCs, EPs and PLPs contribute to the recruitment and selection of the programme. Recruitment to the MDA routes is monitored by the UoB apprenticeship steering group. A partnership approach is evidenced through the involvement of EPs, the UoB apprenticeship co-ordinator and the MDA programme lead who are part of the apprenticeship steering group. Occupational health and Disclosure and Barring Service (DBS) checks for apprentices are the responsibility of EPs.

The programme team, EPs and PLPs confirm the process for monitoring equality and diversity training for those involved in student recruitment. The programme

team tell us that there's an induction programme for SUCs that includes how equality and diversity training is undertaken and recorded. SUCs confirm that they're aware that any involvement in student recruitment requires this. The programme team are advised to consider how equality and diversity training can be further supported for those involved in student recruitment. (Recommendation three)

Programme documentation clearly details that the programme adopts block weeks of theory and practice. The three-year routes clearly identify 4600 hours and evidence an equal balance of 50 percent theory and 50 percent practice. The shortened route programme documentation details 3600 hours however, there's not an equal balance of theory and practice. The shortened route must be reviewed in partnership with EPs and PLPs to ensure that there's evidence of an equal balance of 50 percent theory and 50 percent practice. (Condition two)

EPs and PLPs tell us that they have a robust partnership working relationship with UoB. The programme team confirm that there's collaboration with local AEIs who share practice learning environments with UoB. There's an AEI partnership liaison meeting four times a year providing for example the opportunity for student recruitment numbers to be agreed. EPs and PLPs with AEIs agree the recruitment of students based on practice learning environment availability and workforce need. The senior faculty team tell us that there's a key focus on academic staff resources in terms of ongoing increasing numbers of students. The senior faculty provide assurance that staff resourcing will continue to be closely monitored. (Recommendation four)

Programme documentation, the programme team and students confirm that there's a sound commitment to inter-professional learning (IPL). There's an identified IPL lead who supports IPL opportunities with other professions, for example simulation learning sessions with paramedic and operating department practitioner students. This provides students with opportunities to consider emergency situations, human factors and experience non-maternity practice placements. Students tell us about the skills days they access and also how they learn alongside multi-disciplinary teams in practice learning environments. Opportunities for IPL in practice learning environments are recorded and evidenced in the MORA.

A designated education link midwife works with practice learning environments to support students, practice supervisors and practice assessors. The programme team, EPs and PLPs tell us how practice supervisors and practice assessors are supported and undergo training for their roles. EPs and PLPs also tell us that practice supervisor and practice assessor roles are allocated appropriately, with sufficient midwives to support student practice learning. This is continually monitored at practice liaison meetings in partnership with UoB.

Programme documentation confirms that students receive feedback from practice supervisors and practice assessors at specific stages that are identified in the

MORA. The assessment and feedback process confirms that there's consideration of individual student learning need including reasonable adjustments and support needs. The MORA evidences the involvement of SUCs and students in the feedback, supervision and assessment processes.

UoB, EPs and the PLPs work in partnership with practice education facilitators, clinical tutors and link lecturers to arrange and co-ordinate practice learning placements. Programme documentation, students, EPs and PLPs confirm that there's equitable practice learning opportunities for students across diverse populations in a range of settings.

Students tell us that the student voice is enabled through attendance at SPDG and OPDG meetings, student and staff midwifery forums and by completing module and placement evaluations. UoB have a 'tell us' scheme and the national student survey provides further opportunities for students to feedback. Students tell us that there's weekly student representative meetings with the programme team. They confirm that there's an increasing number of meetings with practice education facilitators, link lecturers, personal academic tutors and heads of midwifery.

There's a robust process in place to manage adverse CQC reporting. The school partnership liaison office maintains a database of CQC reports relating to local EPs and PLPs that's updated regularly. Where an EP or PLP organisation is identified as having an adverse CQC report, either through UoB screening or from EP and PLP reporting the faculty risk assessment and communication procedure is followed. Programme documentation confirms that action plans are produced and monitored regularly. The LME and the faculty associate dean for external relations are responsible for the monitoring and reviewing of action plans. The head of school, EPs and PLPs have an established line of communication for the management of any risks or adverse incidents that that impact on student learning. There's a clear process in place for when it's appropriate to exceptionally report to the NMC that involves the LME and the UoB NMC official correspondent.

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**

Written and signed EP statements of commitment haven't been submitted to confirm that governance arrangements are in place and how apprentices undertaking the MDA routes will be supported. (Condition one)

Condition one: Provide statements of commitment that demonstrate the governance arrangements between the employers and the education teams are in place to deliver the programme or alternatively withdraw the proposed EPs from the approval. (SFNME R2.5)

The shortened route programme documentation details 3600 hours however, there's not an equal balance of theory and practice. The shortened route must be reviewed in partnership with EPs and PLPs to ensure that there's evidence of an equal balance of 50 percent theory and 50 percent practice. (Condition two)

Condition two: Provide amended shortened route documentation that evidences an equal balance of 50 percent theory and 50 percent practice learning. This must include evidence of how the route has been designed and co-produced with key stakeholders. (SFNME R1.12, R5.3; SPMP R2.1, R2.8)

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: Signed statements of commitment from Bedfordshire Hospitals NHS Foundation Trust, Buckinghamshire Healthcare NHS Trust and Frimley Park NHS Foundation Trust confirm that governance arrangements between UoB and EPs are in place to deliver the apprenticeship routes.

Condition one is now met.

Evidence:

- EP signed statement of commitment between UoB and Bedfordshire Hospitals NHS Foundation Trust, 29 November 2021
- EP signed statement of commitment between UoB and Buckinghamshire Healthcare NHS Trust, 26 November 2021
- EP signed statement of commitment between UoB and Frimley Park NHS Foundation Trust, 1 December 2021

Condition two: A revised shortened route midwifery programme handbook, revised programme plans and revised course information forms evidence an equal balance of 50 percent theory and 50 percent practice learning. Minutes of a midwifery stakeholder meeting confirms EP and PLP involvement in the design and co-production of the shortened route.

Condition two is now met.

Evidence:

- Revised, MSc midwifery course handbook, January 2022
- Revised, MSc course plan, 21 January 2022
- Revised, MSc apprenticeship course plan, 21 January 2021
- Revised, MSc course unit information form, undated
- Revised, MSc apprenticeship course unit information form, undated

Minutes, key stakeholder meeting, 14 December 2021

Date condition(s) met: 11 February 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 entry requirements for literacy and numeracy. A welcome week includes a learning gain analysis to assess numeracy and verbal reasoning skills, students undertake a further assessment in week six of the programme. If a learning need is identified the UoB study hub academic skills team provide individualised support. For apprentices a skills gap analysis is undertaken and an individual learning plan is developed and recorded in a student milestone monitoring document. This is reviewed by the apprenticeship co-ordinator every six weeks.

Academic staff facilitate and guide learning in the VLE BREO site. The VLE is used to share information, curriculum content and to engage students in online learning activities. Digital activities to support learning include Panopto, skills packages including Skills for Health and e-learning for healthcare (e-LfH). Low, medium and high-fidelity simulation provides contextualised learning with recording facilities to support learning and provide evidence-based feedback.

There are numeracy formative assessments in all the proposed routes. These are aligned to a midwifery stepped approach to drug calculations, commencing in year one, students are able to demonstrate numeracy progression. The stepped approach culminates in a drug calculations skills assessment in the final year. The programme team and students confirm that numeracy and drug calculations are summatively assessed during the programme with examinations at the end of each year. They tell us that the numeracy examination must be passed at 100 percent in the final year of the programme. The programme team should consider how the numeracy assessment and the calculation of drugs can be made more explicit in the programme documentation. (Recommendation one).

Students can self-refer to the UoB study hub if they need professional support with a wide range of academic skills. The study hub provides additional access to academic liaison librarians, computer skills trainers and professional and academic development tutors. The UoB library is open 24 hours, and a laptop loan facility is available. There's a student information desk that's accessible 24 hours a day through BREO providing help with accessing student services.

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

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.

All students are transferring to the proposed programme. Students confirm that they've signed a formal agreement to transition to the programme. A transition plan maps how first, and second year students will transition to the programme.

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

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

All existing students have 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

Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 18 November 2021	
Post event review	
Identify how the condition(s) is met: N/A	
Date condition(s) met: N/A	
Revised outcome after condition(s) met: N/A	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>

Standard 2: Curriculum
<p>AEIs together with practice learning partners must:</p> <p>R2.1 ensure programmes comply with the <i>NMC Standards framework for nursing and midwifery education</i></p> <p>R2.2 comply with the <i>NMC Standards for student supervision and assessment</i></p> <p>R2.3 ensure that programme learning outcomes reflect the <i>NMC Standards of proficiency for midwives</i></p> <p>R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes</p> <p>R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language</p> <p>R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice</p> <p>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</p> <p>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</p> <p>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:</p> <p>R2.9.1 full time education and training as a midwife is a minimum of three years and 4,600 hours, or</p> <p>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</p> <p>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</p>

be recognised in EU member states it must be followed by a year of professional midwifery practice.

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

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

YES NO

R2.1 is not met. Programme documentation clearly details that the programme adopts block weeks of theory and practice. The three-year routes clearly identify 4600 hours and evidence an equal balance of 50 percent theory and 50 percent practice. The shortened route programme documentation details 3600 hours however, there's not an equal balance of theory and practice. The shortened route must be reviewed in partnership with EPs and PLPs to ensure that there's evidence of an equal balance of 50 percent theory and 50 percent practice. (Condition two)

Practice assessment is recorded in the MORA and it's clear in the programme documentation that practice assessors are responsible for practice assessment. The modules enhancing midwifery practice through public health and the accountable midwife incorrectly detail that the practice assessment is undertaken by practice supervisors. The assessments aren't clearly detailed and don't align to the NMC standards. (Condition three)

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

R2.3 is not met. Midwifery proficiencies 6.3.2, 6.90.1, 6.90.2 and 6.90.3 within domain six aren't clearly evidenced in the programme module documentation. (Condition four)

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 of a UoB SUC strategy; this was updated in 2020 in response to increased SUC involvement across programmes. Programme documentation and the visit confirms that there's SUC involvement in the ongoing design, development, delivery and evaluation of the programme. SUC involvement is evidenced through their membership of the SPDC and ODPG. SUCs tell us that they're involved in assessments including objective structured clinical examinations (OSCEs). They're represented as part of recruitment and selection panels. The SUC representatives tell us that they've not been directly involved in the delivery of the midwifery programme. The programme team are advised to consider how the ongoing SUC involvement can be further enhanced across the programme. (Recommendation two)

The programme team, EPs and PLPs confirm the process for monitoring equality and diversity training for those involved in student recruitment. The programme team tell us that there's an induction programme for SUCs that includes how equality and diversity training is undertaken and recorded. SUCs confirm that they're aware that any involvement in student recruitment requires this. The programme team are advised to consider how equality and diversity training can be further supported for those involved in student recruitment. (Recommendation three)

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 MORA confirm student undertake theory and practice learning. A spiral curriculum enables an increased delivery of complex topics across each year. The programme has four thematic approaches that support students to develop the skills required for future life-long learners, continuity of carer, universal care and the promotion of health and inclusive midwifery practice.

Designated educational link midwives ensure that the range of practice learning experiences incorporate antenatal, postnatal, labour ward and community settings. Practice learning in neonatal units, gynaecology and medical environments are available. Students have the opportunity to access optional practice learning experiences including for example perinatal mental health. Students confirm that they're required to record all practice learning experiences in the MORA and that this is reviewed by personal academic tutors.

Students, EPs and PLPs tell us that the proficiencies can be achieved in practice. Practice learning environments provide a range of educational support that includes link lecturers and practice education facilitators. Three new clinical tutors are now in post and who work equally across UoB and practice learning environments.

Programme documentation including the final year unit information forms confirms that the newborn and infant physical examination of the newborn (NIPE) is delivered in the final year of the programme. There's assurance from the programme team, EPs and PLPs that there are opportunities for students to access NIPE clinics in both hospital and community settings.

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. Programme documentation confirms that technology-enhanced learning is used effectively to support student learning. The VLE is used to share information, curriculum content and to engage students in online learning activities. Digital activities to support learning include Panopto, skills packages including Skills for Health and e-LfH. Low, medium and high-fidelity simulated learning provides contextualised learning with recording facilities to support learning and evidence-based feedback. This approach provides students with authentic experiences to prepare them for practice learning and, to consolidate ongoing skills development. Simulation learning provides a safe learning environment for students to apply theory to clinical scenarios. There are comparable simulation facilities supported by technical staff on both campuses.

Clinical scenarios increase in complexity as the programme progresses from skills development to situations that demand a higher level of critical thinking and advanced decision making. The simulation suites have video equipment that enables the recording of practical sessions for students to review, with facilitators who support student debrief and reflection. This learning strategy provides students with opportunities to develop and progress towards achieving proficiencies. This further supports students to achieve the proficiencies where learning occurs infrequently including for example perineal suturing or vaginal breech births.

Programme documentation clearly evidences that simulated learning isn't used to replace practice hours.

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 not met. Programme documentation clearly details that the programme adopts block weeks of theory and practice. The three-year routes clearly identify 4600 hours and evidence an equal balance of 50 percent theory and 50 percent practice. The shortened route programme documentation details 3600 hours however, there's not an equal balance of theory and practice. The shortened route must be reviewed in partnership with EPs and PLPs to ensure that there's evidence of an equal balance of 50 percent theory and 50 percent practice. (Condition two)

Programme documentation confirms that the teaching and learning strategies are managed to support progression from guided to independent study. Students are encouraged to reflect on and in action and to integrate theory and practice by using case and scenario-based activities. The block pattern of theory and practice learning is encouraged through research and professional practice.

Formative and summative assessments are detailed and include a variety of assessment types. The need for diversity in the assessment design and appropriate spacing of assessments across each academic year is considered.

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**

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

The routes presented are a minimum of two years.

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

YES NO

Programme documentation clearly details that the programme adopts block weeks of theory and practice. The three-year routes clearly identify 4600 hours and evidence an equal balance of 50 percent theory and 50 percent practice. The shortened route programme documentation details 3600 hours however, there's not an equal balance of theory and practice. The shortened route must be reviewed in partnership with EPs and PLPs to ensure that there's evidence of an equal balance of 50 percent theory and 50 percent practice. (Condition two)

Practice assessment is recorded in the MORA and it's clear in the programme documentation that practice assessors are responsible for practice assessment. The modules enhancing midwifery practice through public health and the accountable midwife incorrectly detail that the practice assessment in these modules is undertaken by practice supervisors. The assessments aren't clearly detailed and don't align to the NMC standards. (Condition three)

Midwifery proficiencies 6.3.2, 6.90.1, 6.90.2 and 6.90.3 within domain six aren't clearly evidenced in the programme module documentation. (Condition four)

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

The shortened route programme documentation details 3600 hours however, there's not an equal balance of theory and practice. The shortened route must be reviewed in partnership with EPs and PLPs to ensure that there's evidence of an equal balance of 50 percent theory and 50 percent practice.

Condition two: Provide amended shortened route documentation that evidences an equal balance of 50 percent theory and 50 percent practice learning. This must

include evidence of how the route has been designed and co-produced with key stakeholders. (SFNME R1.12, R5.3; SPMP R2.1, R2.8)

Practice assessment is recorded in the MORA and it's clear in the programme documentation that practice assessors are responsible for practice assessment. The modules enhancing midwifery practice through public health and the accountable midwife incorrectly detail that the practice assessment in these modules is undertaken by practice supervisors. The assessments aren't clearly detailed and don't align to the NMC standards.

Condition three: Provide programme documentation that explicitly evidences that the assessments in relevant modules are fully aligned to the NMC standards. (SFNME R5.15; SPMP R2.1)

Midwifery proficiencies 6.3.2, 6.90.1, 6.90.2 and 6.90.3 within domain six aren't clearly evidenced in the programme module documentation. (Condition four)

Condition four: Provide programme documentation that details how students are supported to meet all the midwifery proficiencies. (SFNME R2.11; SPMP R2.3)

Date: 18 November 2021

Post event review

Identify how the condition(s) is met:

Condition two: A revised shortened route midwifery programme handbook, revised programme plans and revised course information forms evidence an equal balance of 50 percent theory and 50 percent practice learning. Minutes of a midwifery stakeholder meeting confirms EP and PLP involvement in the design and co-production of the shortened route.

Condition two is now met.

Evidence:

Revised, MSc midwifery course handbook, January 2022

Revised, MSc course plan, 21 January 2022

Revised, MSc apprenticeship course plan, 21 January 2021

Revised, MSc course unit information form, undated

Revised, MSc apprenticeship course unit information form, undated

Minutes, key stakeholder meeting, 14 December 2021

Condition three: Revised unit information forms clearly evidence that the module assessments are appropriately detailed and are fully aligned to the NMC standards. The revised unit information forms also confirm that the 100 percent numeracy assessment is undertaken in controlled examination conditions.

Condition three is now met.

Evidence:

Revised, unit information form, enhancing midwifery practice through public health, undated

Revised, unit information form, public health and the accountable midwife, undated

Condition four: Revised unit information forms clearly detail how students are supported to meet all the midwifery proficiencies. The domain six proficiencies 6.3.2, 6.90.1, 6.90.2 and 6.90.3 are now clearly mapped and appropriately evidenced in the revised unit information forms.

Condition four is now met.

Evidence:

Revised, BSc course unit information form, undated

Revised, unit information form, being an accountable, professional midwife, undated

Revised, unit information form, enhancing quality and safety through evidence and promoting evidence, undated

Revised, MSc course unit information form, undated

Revised, unit information form, developing the future midwife, undated

Revised, unit information form, enhancing quality and safety in midwifery, undated

Revised, unit information form, midwifery project, undated

Revised, unit information form, public health and the accountable midwife, undated

Date condition(s) met: 11 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. The MORA clearly details the SPM and the UNICEF UK baby friendly initiative university standards including how these are achieved.

Programme documentation details how UoB are working directly as part of the HEE midwifery expansion project to increase midwifery practice learning placements. UoB, EPs and PLPs confirm that they work in partnership to provide practice learning opportunities for students. Link lecturers support students, practice supervisors and practice assessors, the role includes responsibility for responding to any concerns raised by students or clinical staff. There are clear processes in place to manage practice learning concerns.

Students undertaking the three-year route have the opportunity to access elective, observational and formative practice learning experiences. The programme documentation is clear that such experiences don't contribute to the programme outcomes or hours. Students are normally based with an identified NHS trust for the duration of the programme. There are processes in place should in exceptional circumstances there's a need to change. Students tell us that practice learning environments meet the full range of maternity care and that they are able to meet practice requirements.

- 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 MORA ensures that students record progress towards meeting the SPM, they also record their contribution to the holistic care to women, newborn

infants, partners and families. The role of the midwife is embedded throughout the programme routes evidenced in the indicative content, theoretical learning and practice outcomes. Practical summative assessments aligned with the NIPE and are evidenced in the MORA.

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, the programme team and students confirm that students engage in IPL. There's an identified IPL lead who supports opportunities to learn with other professions, for example simulation learning sessions with paramedic and operating department practitioner students. This provides students with opportunities to consider emergency situations, human factors and experience non-maternity practice placements. Non-maternity learning opportunities provide insight into other roles and how the role of the midwife links with wider health care teams.

Students tell us about the skills days they access and also how they learn alongside multi-disciplinary teams in practice learning environments. Opportunities for IPL in practice learning environments are recorded and evidenced in the MORA.

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 not met. The programme team, EPs and PLP's tell us that there's variabilities across NHS trusts in respect of the implementation of the continuity of carer strategy. This has resulted in fewer opportunities for some students to achieve the proficiencies related to continuity of midwifery carer. Recent national challenges in practice have further impacted on this. The programme team tell us that the learning opportunities and experiences of continuity of care and case loading are recorded in the case review assessment for the midwifery project. There's no evidence in the programme documentation of a definitive record to evidence how students access the practice learning opportunities that enable them to achieve the programme proficiencies associated with continuity of carer.
(Condition five)

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. EPs, PLPs and students tell us that the demographics and location of UoB, provide the opportunities to experience care being provided to diverse populations across a range of settings. Students have the opportunity to access non-midwifery practice learning environments that enable them to increase their experience with vulnerable clients. The MORA requires students to document these learning opportunities evidencing how they understand the need to respect and have professional approach to providing care. The theoretical elements of the programme address the impact of diversity on health outcomes through reflection and during personal academic tutorials.

Students complete an evaluation of placement questionnaire. These are reviewed by the director of practice learning and the programme lead and are reported through the quality, education and practice liaison committee to EPs and PLPs. Student feedback is reported at portfolio executive committees in each term and at regular link lecturer meetings.

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

MET **NOT MET**

R3.6 is met. The curriculum is based on the UoB Cre8 curriculum framework. It's designed to prepare students for complex and changing environments. Teaching and learning increases in complexity to facilitate the application of theory to all areas of midwifery care including, where complications arise. The spiral curriculum details how episodes of care and learning are linked. The MORA reflects this approach in practice learning.

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 confirms and the programme team tell us that the individual needs of students are considered across all aspects of the programme including in practice learning planning. Students who require reasonable adjustments are reviewed by the occupational health department. Any recommendations are reviewed by the portfolio lead and head of school who are responsible for the implementation of an action plan. The process applies to apprentices with the inclusion of the apprenticeship progression officer.

There's a clinical practice learning needs agreement between UoB, EPs and PLPs which facilitates an early communication with practice learning environments about any reasonable adjustments. Examples given include support for specific learning

disorders and other conditions which may affect a student's physical and emotional health.

The MORA includes a section 'about me' that facilitates information sharing between students and practice learning environments and further supports individual needs and adjustments.

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

There's no evidence in the programme documentation of a definitive record to evidence how students access the practice learning opportunities that enable them to achieve the programme proficiencies associated with continuity of carer. (Condition five)

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to practice learning are met YES NO

Outcome

Is the standard met? MET NOT MET

There's no evidence in the programme documentation of a definitive record to evidence how students access the practice learning opportunities that enable them to achieve the programme proficiencies associated with continuity of carer.

Condition five: Provide definitive programme documentation that explicitly details how students access practice-learning opportunities that enable them to achieve the programme proficiencies associated with continuity of carer. (SFNME R2.3; SPMP R3.4)

Date: 18 November 2021

Post event review

Identify how the condition(s) is met:

Revised unit information forms and a student guide to continuity of care and case loading clearly details, how students are supported to appropriate access practice learning opportunities that enable them to achieve the programme proficiencies associated with continuity of carer.

Condition five is now met.

Evidence:

Revised, BSc course unit information form, undated
Revised, unit information form, participating in midwifery care, undated
Revised, unit information form, contributing to midwifery care, undated
Revised, unit information form, demonstrating proficiency in midwifery care, undated
Revised, MSc course unit information form, undated
Revised, unit information form, midwifery care in practice, undated
Revised, unit information form, proficiency in midwifery care, undated
Student midwife guide to continuity of care and case loading, undated

Date condition(s) met: 11 February 2022

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

Standard 4: Supervision and assessment

AEIs together with practice learning partners must:

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

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Programme documentation confirms that UoB, EPs and PLPs have robust procedures and policies in place to demonstrate how support, supervision, learning opportunities and assessment comply with the SFNME. Programme documentation and the visit confirms that students can achieve the SPM through access to a variety of practice learning environments. There are practice learning experiences in each year of the programme which are designed to facilitate students meeting women and their families in a variety of hospital and community settings.

Students, EPs and PLPs confirm the process they follow to raise and escalate any concerns in practice learning placements. Any cause for concern about student conduct or performance including fitness to practise are clearly recognised by EPs, PLPs, SUCs and students.

Students are required to complete the MORA to evidence learning in practice. They are assessed at each stage of the programme by practice assessors who work in partnership with practice supervisors to ensure that there's progression towards achievement of the proficiencies. Academic assessors verify student assessments in the practice learning environment. Progression and achievement are recorded in the MORA.

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

MET **NOT MET**

R4.2 is met. The MORA sets out the preparation, roles and responsibilities of practice supervisors, practice assessors and academic assessors. EPs and PLPs confirm that all students are allocated to practice supervisors and practice assessors, the programme team confirm the allocation of academic assessors. Practice supervisors and practice assessors complete an annual self-declaration form, this is recorded on a database that's monitored by EPs and PLPs. The roles support student learning in practice and confirm their progression. Practice learning environments have a nominated person to further support student midwives. The MORA context document clearly details the proficiencies that must be achieved at each stage of the programme.

UoB has identified suitably qualified staff within the midwifery teaching team who are academic assessors. Academic staff have been prepared for the academic roles. Students are aware of the roles in the SSSA as it's been implemented in the current programme. Academic assessor and personal academic tutor roles are clearly defined. Academic assessors oversee student progression and assessment, personal academic tutors provide an additional supportive pastoral role.

The senior faculty and programme teams are confident that there's appropriate academic resources to support an increase in student recruitment. The senior faculty team tell us that there's a key focus on academic staff resources in terms of ongoing increasing numbers of students. The senior faculty provide assurance that staff resourcing will continue to be closely monitored. (Recommendation four)

The programme team, EPs and PLPs tell us that there's ongoing partnership consultations in respect of managing increased student recruitment. Collaborative working in practice learning environments is being implemented across antenatal and postnatal wards to support increasing student numbers. EPs tell us that NIPE training has been offered to qualified midwives for several years. Which has increased the capacity in practice learning environments to further support students with this requirement. EPs and PLPs tell us that the role of a dedicated NIPE midwife is being created.

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 SPM is mapped to the programme and to the MORA. All learning and assessment must be completed at the end of each year and confirmed as achieved in the MORA. The MORA requires students to receive and record regular feedback from practice supervisors and to complete interim reviews with practice assessors. If at any time, there's a cause for concern practice assessors and academic assessors are involved in the decision-making process. There's clear signposting throughout the MORA to ensure progression and achievement of the proficiencies and programme outcomes are confirmed.

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

MET **NOT MET**

R4.4 is met. Students receive feedback in practice and theory from a range of individuals. Practice supervisors provide ongoing feedback to students and practice assessors on progression and on formative assessments with practice assessors in the MORA. SUC feedback on student performance is also recorded in the MORA. Students and apprentices undertaking the proposed programme will use an online MORA. This enables students to have real-time feedback about

formative and summative practice assessments. Formative assessment feedback aims to prepare students for summative assessments, including written details on areas of strength and areas for development. There's a two-question approach that details for students how well the assessment brief was met, and areas that support improvement and encourage reflection.

Evidence provides assurance that the following requirements are met

R4.5 ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 percent

YES NO

R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife

YES NO

R4.7 ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives, and

YES NO

R4.8 ensure the knowledge and skills for midwives set out in Article 40(3) and the activities of a midwife specified in Article 42 of Directive 2005/36/EC have been met as outlined in Annexe 1 of this document

YES NO

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 18 November 2021

Post event review

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

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 <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
There are no fall back exit awards with registration as a midwife.
Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome
Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 18 November 2021
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/> N/A

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 checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
<p>List additional documentation:</p> <p>Post visit documentation:</p> <p>EP signed statement of commitment between UoB and Bedfordshire Hospitals NHS Foundation Trust, 29 November 2021</p> <p>EP signed statement of commitment between UoB and Buckinghamshire Healthcare NHS Trust, 26 November 2021</p> <p>EP signed statement of commitment between UoB and Frimley Park NHS Foundation Trust, 1 December 2021</p> <p>Revised, MSc midwifery course handbook, January 2022</p> <p>Revised, MSc course plan, 21 January 2022</p> <p>Revised, MSc apprenticeship course plan, 21 January 2021</p> <p>Revised, MSc course unit information form, undated</p> <p>Revised, BSc course unit information form, undated</p> <p>Revised, MSc apprenticeship course unit information form, undated</p> <p>Minutes, key stakeholder meeting, 14 December 2021</p> <p>Revised, unit information form, enhancing midwifery practice through public health, undated</p> <p>Revised, unit information form, public health and the accountable midwife, undated</p> <p>Revised, unit information form, being an accountable, professional midwife, undated</p>		

Revised, unit information form, enhancing quality and safety through evidence and promoting evidence, undated
 Revised, unit information form, developing the future midwife, undated
 Revised, unit information form, enhancing quality and safety in midwifery, undated
 Revised, unit information form, midwifery project, undated
 Revised, unit information form, participating in midwifery care, undated
 Revised, unit information form, contributing to midwifery care, undated
 Revised, unit information form, demonstrating proficiency in midwifery care, undated
 Revised, MSc course unit information form, undated
 Revised, unit information form, midwifery care in practice, undated
 Revised, unit information form, proficiency in midwifery care, undated
 Student midwife guide to continuity of care and case loading, undated.
 Email from the UoB quality and standards department confirming that the university conditions are met, 28 January 2022

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 checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Year one, three-year midwifery programme x one Year two, three-year midwifery programme x four		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If 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: Bedford Hospital, CQC inspection report, 12 August 2021 Luton and Dunstable University Hospital NHS Foundation Trust, CQC inspection report, 7 December 2018 Frimley Health NHS Foundation Trust, CQC inspection report, 13 March 2019 John Radcliffe Hospital, CQC inspection report, 2 September 2021		
If you stated no above, please provide the reason and mitigation: UoB is an established AEI; visits weren't required.		
Additional comments: None identified.		

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Issue record

Final Report

Author(s):	Nicola Clark Clementina Aina	Date:	7 December 2021
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