

**Programme approval report**

**Section one**

<b>Programme provider name:</b>	University of Bolton
<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>	26 April 2022
<b>Programme start date:</b>	
Registered Midwife – 18M	<input type="text"/>

<p>Registered Midwife – 24 M Registered Midwife – 36 M Registered Midwife – degree apprentice</p>	<table border="1"> <tr> <td data-bbox="738 304 1010 353"></td> </tr> <tr> <td data-bbox="738 353 1010 403">23 January 2023</td> </tr> <tr> <td data-bbox="738 403 1010 454"></td> </tr> </table>		23 January 2023		
23 January 2023					
<p><b>QA visitor(s):</b></p>	<p>Registrant Visitor: Claire Clews Lay Visitor: Nick Davies</p>				

**Section two**

**Summary of review and findings**

The University of Bolton (UoB) is a Nursing and Midwifery Council (NMC) approved education institution (AEI) and provider of pre-registration midwifery education. The faculty of health and wellbeing (the faculty) present for approval a three-year, full-time Bachelor of Science with Honours (BSc (Hons)) midwifery programme leading to NMC registration as a midwife. The programme is delivered at academic level six and is designed to meet the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and the Standards of proficiency for midwives (SPM) (NMC, 2019).

The programme is delivered in collaboration with practice learning partners (PLPs) within the Greater Manchester (GM) partnership. There are established strategic and operational partnership working relationships and regular communication across PLPs and local AEs. Documentary evidence and the approval visit confirms that the programme team and PLPs work collaboratively to continually develop the programme. There's evidence of partnership working at all levels, PLPs have regular opportunities to provide feedback about the programme and are actively encouraged to do so.

UoB plan to recruit 50 midwifery students annually, across two cohorts each January and April. The faculty are increasing the number of students in response to local midwifery workforce need. Faculty and PLP senior management teams provide assurance that there are available resources to support students.

There's a lead midwife for education (LME) in post, who's registered with the NMC.

There's evidence that the programme team and midwifery service users (SUs) work effectively to support the programme. SU suggestions are incorporated into and inform the co-production, design, recruitment, delivery and evaluation of the programme. PLPs, students and SUs confirm their involvement in programme design and development.

As part of the GM partnership UoB work collaboratively with PLPs and AEs across Manchester at both strategic and operational levels to ensure there's effective planning of midwifery practice learning. The GM partnership work to develop practice learning processes that comply with the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC, 2018).

They've adopted the PAN England and Northern Ireland midwifery ongoing record of achievement (MORA) document, developed by the midwifery practice assessment collaboration. The MORA will be accessible via the online software

system practice assessment record and evaluation (PARE). PLPs, students on the current programme and the programme team are using PARE. There's a context document that supports the use of the MORA.

There's clear evidence of collaborative working with PLPs to ensure practice learning environments support supernumerary learning and that students are prepared for practice. Educational audits are undertaken and jointly monitored in partnership with PLPs to ensure the quality and safety of practice learning. The faculty and PLP senior management teams provide assurance that there's a partnership approach to address and manage any practice learning concerns identified by external system regulators including any Care Quality Commission (CQC) reporting. They confirm that there's processes in place to mitigate risks to NMC standards and to the quality of student learning.

Domains one to five of the SPM are clearly mapped in the programme documentation. Domain six is evidenced in the MORA and demonstrates how students achieve the SPM and programme outcomes at the point of registration as a midwife.

This approval visit is undertaken by remote means.

The SFNME and the SSSA are not met at programme level as a condition applies.

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

Updated 24 June 2022:

UoB have provided evidence to meet the joint NMC and University condition. They confirm that the university condition is met.

The 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

<p><b>Conditions:</b></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b> None identified.</p> <p><b>Selection, admission and progression:</b> None identified.</p> <p><b>Practice learning:</b> None identified.</p> <p><b>Assessment, fitness for practice and award:</b> None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition one: Provide programme documentation, including an implementation plan, that confirms the governance arrangements are in place to support students if they achieve programme proficiencies as part of an elective placement. (SFNME R2.1, R2.13, R2.15; SSSA R1.3, R2.1; SPMP R3.1) (NMC and university condition)</p> <p>Condition two: Make the required documentary amendments to the following:</p> <ul style="list-style-type: none"> <li>• Programme handbook – page 18 (to include assessment weightings as per the assessment mapping) and page 24 (correct the email address for the quality practice lead)</li> <li>• Correct the error in the assessment mapping document for MDW4005 where it suggests a weighting of 750 percent which should be 75 percent.</li> </ul> <p>(University condition)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>24 June 2022</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: Continue to monitor the involvement and preparation of maternity SUs and PLPs in the recruitment and selection process. (SFNME R2.7; SPMP R1.4, R2.4) (NMC and university recommendation)</p> <p>Recommendation two: Continue to monitor how practice assessors, practice supervisors and</p>

	<p>academic assessors are supported to supervise and assess students in the practice learning environment. (SFNME R3.5; SSSA R3.5, R5.1, R8.2, R10.3; SPMP R4.2) (NMC and university recommendation)</p> <p>Recommendation three: Continue to monitor and review how students are able to access alternative placement learning opportunities. (SFNME R3.3 R2.14; SPMP R3.1) (NMC and university recommendation)</p> <p>Recommendation four: The modules that include an interactive piece of work/portfolio must clearly indicate what is required of the student and it is suggested this is achieved by inclusion in the module guide. (University recommendation)</p> <p>Recommendation five: To critically review the allocation of hours for the programme in order to provide a clear rationale for including hours that are above the NMC minimum. (University recommendation)</p>
<p><b>Focused areas for future monitoring:</b></p>	<ul style="list-style-type: none"> <li>• Implementation and use of the MORA.</li> <li>• Support for practice assessors, practice supervisors and academic assessors to support student learning.</li> </ul>

<p><b>Programme is recommended for approval subject to specific conditions being met</b></p>	
<p><b>Commentary post review of evidence against conditions:</b></p> <p>Revised and additional programme documentation provides evidence that the joint NMC and university and the university conditions are met.</p> <p>A process map confirms that governance arrangements are in place to support students to undertake an elective placement. Revised programme and practice handbooks confirm that elective placements are observational. Condition one is met.</p> <p>A programme approval report signed by the chair of the approval panel confirms that the university condition is met.</p>	
<p><b>AEI Observations</b></p>	<p><b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>

<b>Summary of observations made, if applicable</b>	
<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>	24 June 2022

### Section three

NMC Programme standards
Please refer to NMC standards reference points <a href="#">Standards for pre-registration midwifery programmes</a> (NMC, 2019) <a href="#">The Future midwife: Standards of proficiency for registered midwives</a> (NMC, 2019) <a href="#">Standards framework for nursing and midwifery education</a> (NMC, 2018) <a href="#">Standards for student supervision and assessment</a> (NMC, 2018) <a href="#">The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</a> (NMC, 2015 updated 2018) <a href="#">Quality assurance framework for nursing, midwifery and nursing associate education</a> (NMC, 2020) <a href="#">QA Handbook</a> (NMC, 2020)
Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
<b>Please refer to the following NMC standards reference points for this section:</b>  <a href="#">Standards framework for nursing and midwifery education</a> (NMC, 2018) <b>Standard 1: The learning culture:</b> 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  <b>Standard 2: Educational governance and quality:</b> 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 <a href="#">Standards for student supervision and assessment</a>

- 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.**

There's evidence of partnership working between UoB, the programme team and key stakeholders. Documentary evidence demonstrates that the programme team are committed to working with stakeholders to co-produce, deliver and continually review the programme. All stakeholders tell us that they have been consulted about the proposed programme and that they've had several opportunities to contribute to this. They recognise that their contributions are listened to and valued.

Programme documentation includes signed PLP partnership agreements, senior strategic meetings that evidence the involvement of the LME in midwifery

decisions and quality assurance. Discussion with the faculty senior management team and senior midwifery managers confirms that they work in partnership at a strategic level. At an operational level there are processes in place to ensure regular communication between practice supervisors, practice assessors and academic assessors. Written placement agreements are in place to support the midwifery programme and provide clarity regarding the availability of practice learning environments, practice supervisors and practice assessors. PLPs tell us that students are allocated to one NHS trust for the three years of the programme. This builds a positive student relationship allowing them to develop the confidence to achieve the SPM.

PLPs tell us that they have effective relationships and positive communication with the programme team. They confirm that there are sufficient practice supervisors, practice assessors and practice learning environments to support student learning. PLPs tell us they monitor the number of available placements and the capacity of practice supervisors and practice assessors on a regular basis. Documentary evidence confirms that PLPs and SUs are involved in the recruitment and selection of students to the programme and that they receive equality, diversity and inclusion training. PLPs and SUs tell us that due to recent restrictions they haven't been as involved in student recruitment. To further support the recruitment and selection process the programme team should continue to monitor the ongoing involvement and preparation of those involved in this. (Recommendation one)

Programme documentation and the approval visit confirms that students are encouraged to contribute to programme development. Students tell us that they were consulted about the proposed programme and were able to provide feedback through online surveys, small group feedback sessions, the student staff liaison committee (SSLC) meetings and module evaluations. Students tell us that they provided feedback and suggested changes and improvements to the programme through the SSLC forum. They tell us that their feedback is valued and that it informs programme design.

Programme documentation confirms and students tell us that they're aware of the process of raising concerns including any in practice, they feel confident to raise concerns. Each cohort elects a student representative at the start of an academic year to formally support the feedback and feed forward process.

UoB is committed to the active involvement of SUs and are currently recruiting new members to join the SU group. Programme documentation and discussion with SUs confirms SUs involvement in the design and development of the curriculum, the recruitment and selection of applicants and their contribution to learning and teaching activities. SUs tell us that they feel all their contributions to the programme are valued. They are part of the interview and selection panels for prospective students, receive equality, diversity and inclusion training and specific recruitment training. They tell us that they feel supported in their role.

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

**MET**  **NOT MET**

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

**MET**  **NOT MET**

**Post event review**

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

N/A

**Date condition(s) met:**

N/A

**Revised outcome after condition(s) met:**

**MET**  **NOT MET**

N/A

**Student journey through the programme**

**Standard 1: Selection, admission and progression**

**AEIs must:**

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

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

- R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
- R1.5 confirm on entry to the programme that students:
  - R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document
  - R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
  - R1.5.3 demonstrate values in accordance with [the Code](#)
  - R1.5.4 have capability to learn behaviours in accordance with the Code

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

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

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

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

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

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

**Findings against the standard and requirements**

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

- R1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI  
YES  NO
- R1.2 inform the NMC of the name of the lead midwife for education  
YES  NO
- R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes  
YES  NO
- R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education  
YES  NO
- R1.5 confirm on entry to the programme that students:
- R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document  
YES  NO
- R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife  
YES  NO
- R1.5.3 demonstrate values in accordance with the Code  
YES  NO
- R1.5.4 have capability to learn behaviours in accordance with the Code  
YES  NO
- R1.5.5 have capability to develop numeracy skills required to meet programme outcomes  
YES  NO
- R1.5.6 can demonstrate proficiency in English language  
YES  NO
- R1.5.7 have capability in literacy to meet programme outcomes  
YES  NO
- R1.5.8 have capability for digital and technological literacy to meet programme outcomes  
YES  NO

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

R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes

**MET**  **NOT MET**

R1.6 is met. Delivery of the curriculum adopts a blended learning approach which includes strategies to support continuous student development in numeracy, literacy and digital technology. Students tell us that they feel well supported in this area. Documentary evidence and the programme team tell us that the development of these skills is embedded in each programme module. This approach is in line with the wider UoB graduate attribute matrix for employability (GAME) philosophy and the learning excellence achievement pathway (LEAP) tool which is an interactive online tutorial system designed to assist with development of academic skills. Students tell us that LEAP supports the development of their digital and technology literacy. In practice learning environments students use PARE to evidence programme proficiencies in the MORA. Students and PLPs tell us that they are familiar with PARE and confident in using this to access the online MORA.

The development of numeracy skills is supported by numeracy focused sessions in years one and two of the programme. Students undertake pharmacology and medicine management taught sessions. Online SN@P software is used to support numeracy and medicines calculation skills to ensure students can achieve the required 100 percent numeracy pass. In practice learning environments students are supported by practice supervisors to work towards and achieve those proficiencies related to numeracy and dosage calculations, these SPM are verified by practice assessors and documented in the MORA.

**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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
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 <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
There's no shortened pre-registration midwifery programme being approved.	
<b>Proposed transfer of current students to the programme under review</b>	
<b>From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the <i>Standards for pre-registration midwifery programmes</i> and the <i>Standards of proficiency for registered midwives</i> will be met through the transfer of existing students onto the proposed programme.</b>	
Current January 2022 and April 2022 students will transfer into year two of the proposed programme. Documentary evidence confirms and students tell us that there's been a consultation process and that there's agreement and consent from all students to the transfer. Mapping against the proposed programme is evident with a clear action plan to support the transfer.	
<b>Proposed transfer of current students to the <i>Standards for student supervision and assessment (SSSA) (NMC, 2018)</i>.</b>	
<b>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.</b>	
All midwifery students have transferred to the SSSA.	
Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to selection, admission and progression are met	
	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Outcome</b>	
<b>Is the standard met?</b>	<b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
<b>Date:</b> 26 April 2022	
<b>Post event review</b>	

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

<b>Standard 2: Curriculum</b>
<p><b>AEIs together with practice learning partners must:</b></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 be recognised in EU member states it must be followed by a year of professional midwifery practice.</p>



**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 met. Programme documentation confirms and the programme team and faculty senior management tell us that they're actively working to expand the involvement of women, partners, families and advocacy groups in the programme. They are recruiting new members to join the group and demonstrate a commitment to increase the diversity within the group and support SUs to engage across the programme particularly with the recruitment and selection process. To further support the recruitment and selection process the programme team should continue to monitor the ongoing involvement and preparation of those involved in this. (Recommendation one)

Documentary evidence and the approval visit confirms that there's effective partnerships with SUs who contribute to programme development and the delivery of curriculum content. SUs tell us that their suggestions have been incorporated into the proposed programme. These include ensuring students can demonstrate the important skills of empathy, showing respect and the appropriate use of language. SUs are involved in the delivery of the programme in the classroom through sharing lived experiences including breast feeding, disability and issues involving ethnicity and vulnerability.

SUs tell us that the programme team are approachable and value their opinions. They tell us that they encourage them to provide feedback and that they act on this

feedback. SUs are invited to attend programme boards and the SSLC as formal platforms to discuss issues and provide feedback. Alongside the recording of student progress and achievement in practice the MORA requires SU feedback on student practice performance. Programme documentation and the MORA confirm that students are required to record SU feedback while they are learning in practice. Students, practice supervisors and practice assessors tell us that SU feedback is recorded in the MORA. Students tell us that they learn directly from SUs about their experiences of maternity services during module teaching sessions.

**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

This programme isn't delivered in Wales.

**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. There's documentary evidence that the programme has been designed to ensure ongoing exposure to midwifery practice in relevant practice learning environments. Learning opportunities include the continuum of pregnancy, birth and postnatal care. Students are required to engage in continuity of midwifery carer through a case loading model. The programme team tell us that currently not all PLPs are able to fully support a continuity of care model across all practice learning environments. There's assurance that where there's a lack of opportunity for students to be allocated to a continuity of care team, they are supported to gain the continuity of care proficiencies. The programme team ensure that there's equal opportunities for students to participate in a case loading model and to experience and participate in continuity of care. The programme team and practice supervisors support students to recruit women on their caseload, they are supported to ensure they care for one woman in year one, two in year two and three in the final year.

Students and PLPs confirm that there's a variety of acute and community settings that provide opportunities to learn and participate in antenatal, intrapartum, postnatal and neonatal care. The ongoing exposure to midwifery practice, the development of associated skills and procedures and the progression towards achievement of the SPM are recorded in the MORA. Students tell us that learning opportunities allow them to achieve SPM. They tell us that they feel well prepared for clinical experiences and have opportunities for inter-professional learning (IPL)

through the hub and spoke practice learning system that's operationalised across GM practice learning environments.

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 documentary evidence and the programme team tell us that simulated learning opportunities in the UoB clinical skills and simulation centre are used to support learning and assessment. Documentary evidence confirms that simulated learning prepares students for practice and is timetabled in practice focused modules across each year of the programme. Simulated learning sessions provide the opportunity for IPL with paramedic, operating department practitioners and law students. Where clinical circumstances occur infrequently and proficiency is required simulated learning is used proportionately to complement practice learning. It's explicitly clear that simulated learning doesn't replace practice hours.

Programme documentation confirms that technology-enhanced learning opportunities are used effectively and proportionately using a blended approach to learning. Technology-enhanced and simulated learning is embedded in the faculty learning and teaching strategy GAME attributes. Students have access to a range of study skills, face to face and online support mechanisms. Students tell us that the interactive tutorial LEAP supports their academic development and skills in digital literacy.

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

**MET**  **NOT MET**

R2.8 is met. Documentary evidence confirms that the curricula has been designed to provide an equal balance of 50 percent theory and 50 percent practice learning. Programme documentation confirms and students and the programme team tell us that a range of learning and teaching strategies are used to support learning. Online and on campus lectures, group work, flipped classrooms, case study discussions, seminars, clinical skills and simulation workshops and tutorials facilitate the development of midwifery practice.

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

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

R2.9.1 full time education and training as a midwife is a minimum of three years and 4,600 hours,  
 YES  NO  N/A

R2.9.2 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of two years and 3,600 hours, or  
 YES  NO  N/A

There's no shortened pre-registration midwifery programme being proposed.

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

There's no shortened pre-registration midwifery programme being proposed.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to curricula and assessment are met  
 YES  NO

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

Date: 26 April 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 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 not met. The design of the programme ensures practice learning opportunities are available to students to enable them to develop and meet the SPM. Student progression and achievement is documented in the MORA. Documentary evidence and the approval visit confirms that practice learning environments expose students to learning experiences across a diverse range of acute and community placements providing antenatal, intrapartum, postnatal and neonatal care. The GM synergy group links local AEIs with PLPs who provide practice learning environments throughout the GM region. Programme documentation and discussion at the approval visit confirm that PLPs and local AEIs share practice learning environments, they work collaboratively to ensure that there's sufficient placement capacity. Programme documentation confirms and

PLPs tell us that educational audits are undertaken in partnership and as part of the GM synergy group.

The MORA provides evidence of how students achieve the SPM and meet the programme outcomes. Practice learning and achievement is monitored and recorded in the MORA. Progression is frequently monitored by practice supervisors and practice assessors and at each progression point with academic assessors. Practice assessors confirm and record achievement of the SPM and academic assessors verify this in the MORA.

The programme team describe how students can access alternative practice learning opportunities that provide them with a full range of diverse and relevant maternity experiences. It's recommended that the programme team continue to monitor and review how students are able to access alternative placement learning opportunities. (Recommendation three)

Programme documentation and the approval visit provides robust evidence that the programme team and PLPs collaborate effectively to ensure that practice learning opportunities allow students to engage with a diverse range of women and families. Students, the programme team and PLPs confirm that there are processes in place to address any concerns raised by students in practice. Students tell us that they experience learning across a range of hours with midwifery practice supervisors and that they're supernumerary at all times. Programme documentation details and students confirm that they complete an evaluation of each practice placement. PLPs and the programme team tell us that any issues raised are investigated and the outcome is reported back to students. Student course representatives present student views and any issues at SSLC. Students confirm that they receive feedback on the outcomes and actions from the SSLC.

Programme documentation details how students have the opportunity to undertake an elective placement in the final year of the programme. The programme team describe the intention to support wider national and potentially international elective placements. The faculty senior management and the programme team confirm that placement would be observational only. However, programme documentation and the programme team aren't clear about what governance arrangements are in place to support students undertaking an elective placement and if they'd achieve programme proficiencies as part of an elective placement. (Condition 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. Documentary evidence of the variety of practice learning opportunities confirms that students experience the role and scope of the midwife. The

midwifery placement plan demonstrates that there are a range of practice learning opportunities within maternity services across all three years of the programme.

There's a clear link between the content of modules and practice learning experiences that provide students with suitable opportunities to experience the role and scope of the midwife. These include public health, mental health and the societal issues that influence the health and well-being of women, newborn infants and families. Module content emphasises the importance of cultural awareness and holistic and compassionate care. Students must evidence in the MORA achievement of assessments that demonstrate they provide holistic care to women, newborn infants and families. Documentary evidence confirms and students and the programme team tell us that students are supported to provide holistic care.

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. Documentary evidence, students and PLPs tell us that there are opportunities for interdisciplinary and multi-agency team working in practice learning environments. There are further opportunities through hub and spoke placements in acute and community settings to work with the ambulance service, social workers, physiotherapists, dieticians, health visitors and neonatal unit practitioners. Students are required to record IPL, and inter-disciplinary and multi-agency working experiences 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 met. A range of maternity settings provide students with effective learning opportunities. Documentary evidence confirms that students have the opportunity experience continuity of midwifery carer across the whole continuum of care for women and newborn infants. Students tell us that they recruit one woman in year one, two in year two and three in year three as continuity of midwifery carer cases. These experiences are recorded in the MORA. This model of learning ensures an equitable experience for all students enabling them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for women and newborn infants.

The programme team and practice supervisors support and monitor student continuity cases in the MORA. The MORA sets out the expectations for learning, has sections for monitoring student completion of continuity of midwifery carer learning experiences and records SU feedback.

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

**MET**  **NOT MET**

R3.5 is met. Documentary evidence confirms that students have learning opportunities across a range of maternity practice learning environments in each of the three years of the programme. A variety of practice placements provide the opportunity for students to participate in antenatal, intrapartum, postnatal and neonatal care in acute and community settings. Practice learning and evidence to support progression towards achievement of the SPM are documented in the MORA. Students and PLPs tell us that students have experiences in all areas of midwifery led care including caring for women and families from the diverse populations in GM.

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 confirms and students tell us that they have practice placements in antenatal, intrapartum, postnatal and neonatal care in both acute and community settings. The midwifery placement plan confirms that they have exposure to acute placements in the antenatal ward, triage assessment area, delivery suite, postnatal ward and neonatal unit as well as community placements. There are further opportunities through hub and spoke placements to work with ambulance service, social workers, physiotherapists, dieticians, health visitors and neonatal unit practitioners all are documented in the MORA.

Documentary evidence confirms that students have appropriate learning opportunities available to support meet the SPM and programme learning outcomes. Practice learning placements include gynaecology, neonatal units and specialist clinics. In year three students experience adult critical care placements and they learn from specialist midwives ensuring that learning increases in complexity. These placements support students to develop the knowledge, skills and behaviours needed when caring for women and newborn infants when complications and additional care needs arise. All practice learning experiences are recorded in the MORA and monitored by practice supervisors, practice assessors and academic assessors to ensure achievement of the SPM.

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. Documentary evidence, students and the programme team tell us that students are encouraged to be proactive in notifying the programme team about any individual needs when allocating practice learning opportunities. Students tell us UoB are responsive and supportive of their individual needs, wellbeing and personal circumstances. There are clear organisational procedures in place to ensure that students who require reasonable adjustments are screened at point of admission. There's a reasonable adjustment section in the MORA for students with any declared needs to inform discussions with practice supervisors and practice assessors. The practice supervisor and practice assessor handbook includes information about the reasonable adjustments process and guidance if they've got concerns about student progress.

**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

Programme documentation and the programme team aren't clear about what governance arrangements are in place to support students undertaking an elective placement and if they'd achieve programme proficiencies as part of an elective placement. (Condition one)

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

Programme documentation and the programme team aren't clear about what governance arrangements are in place to support students undertaking an elective placement and if they'd achieve programme proficiencies as part of an elective placement. (Condition one)

**Outcome**

**Is the standard met?** MET  NOT MET

Programme documentation and the programme team aren't clear about what governance arrangements are in place to support students undertaking an elective placement and if they'd achieve programme proficiencies as part of an elective placement. (Condition one)

Condition one: Provide programme documentation, including an implementation plan, that confirms governance arrangements are in place to support students if they achieve programme proficiencies as part of an elective placement. (SFNME R2.1, R2.13, R2.15; SSSA R1.3, R2.1; SPMP R3.1)

**Date:** 26 April 2022

**Post event review**

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

Condition one: An elective placement guide implementation plan provides assurance that governance arrangements are in place to support students undertaking an elective placement. The plan details a clear elective application approval process, an elective placement agreement template and a risk assessment checklist. All applications require support from senior members of the UoB programme team and senior faculty leads. The revised programme and practice handbooks and module guide confirm that elective placements are observational only.

Condition one is now met.

Evidence:

Elective guide implementation plan, June 2022

Revised, programme handbook, undated

Revised, practice handbook, undated

Module guide, effective midwifery care and the skilled practitioner III, undated

**Date condition(s) met:** 24 June 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 stakeholder engagement and contribution to the design of the programme ensuring that it meets the requirements of the SFNME. There's evidence that governance frameworks are in place with shared UoB and PLP responsibility to support student progression and achievement. The programme handbook and the MORA confirm that students have appropriate learning opportunities, theoretical learning and assessment support. The programme team and students confirm this and that there's access to effective wider student services to support learning.

Students tell us that they feel well supported in practice learning environments. Some students tell us that they have experienced some challenges gaining feedback from practice supervisors due to workload and time pressures. Some PLPs tell us about the challenges associated with variations in practice documentation across GM. We are assured of the processes in place to manage any concerns and students and PLPs tell us that they know how to report any practice learning concerns. PLPs and the programme team tell us that using the MORA will further support a more co-ordinated approach to practice learning across GM. Documentary evidence confirms that there's a clear plan to support the implementation of the MORA and that training for PLPs, practice supervisors, practice assessors and students is in place.

Documentary evidence confirms that student feedback is documented in the MORA. The programme and practice handbooks detail how practice supervisors work with students on a day-to-day basis and how they'll provide verbal and written feedback. The practice assessment process is clearly outlined in the MORA context document. Formative progression reviews are undertaken by

practice supervisors who record progress in the MORA. Practice assessors review progression and undertake student assessment at the end of each year. The achievement of practice learning is confirmed by practice assessors in collaboration with academic assessors who are required to verify achievement. Progression and achievement are recorded in the MORA. The communication process between practice supervisors, practice assessors and academic assessors is clearly detailed in the MORA.

Practice supervisors support students to gain the SU feedback that's required as part of the MORA. This is formally recorded in the MORA and supports formal discussion with practice assessors. Students tell us that they are required to provide evidence of SU feedback in an ongoing professional development portfolio.

Students tell us that they are aware of the process of raising concerns in practice. They are confident and feel supported to raise concerns if needed. Programme documentation confirms and the faculty senior team and senior PLPs tell us that any concerns identified in system regulators are shared, and collaborative action planning is undertaken. Programme documentation confirms the GM approach to ensure practice learning capacity is appropriate and is monitored through educational audit.

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. Programme documentation confirms that the requirements for the SSSA are in place throughout the programme providing assurance that the SSSA is met. The roles, responsibilities and preparation of practice supervisors, practice assessors and academic assessors is clearly stated in the practice and programme handbooks and in the MORA. Practice supervisors and practice assessors tell us that they understand their roles and responsibilities and that they liaise with academic assessors to support progression. There's a training plan in place to prepare students, practice supervisors, practice assessors and academic assessors to use the MORA. The programme team are advised to monitor how practice assessors, practice supervisors and academic assessors are supported to supervise and assess students in practice. (Recommendation two)

Documentary evidence and discussion at the approval visit confirms that academic and practice support, supervision, learning opportunities and assessment are available to students throughout the programme. The midwifery programme team are suitably qualified and act as academic assessors. Academic assessor and personal tutor roles are clearly defined; academic assessors oversee student progression and assessment, and personal tutors provide an additional supportive role. Programme documentation confirms that students are allocated different

academic assessors in year two. The process of reviewing student progress by practice assessors and academic assessors is detailed in the MORA context document and in the MORA.

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. There's clear programme and module mapping to evidence that programme and module outcomes are met. The programme is clearly mapped against the SPM. There's clear mapping in the MORA to the SPM and the skills detailed in domain six must be evidenced in the MORA. The programme structure provides a wide range of learning opportunities across maternity services that support students to meet the SPM and programme learning outcomes.

Programme documentation details how practice supervisors, practice assessors and academic assessors are involved in the progression and achievement decision-making process. Where students aren't progressing, there are processes in place to identify any concerns through formative assessments of proficiency and the development of action plans. There's evidence of the process of monitoring action plans and confirmation that plans must be achieved for progression to proceed. There's clear direction throughout the MORA to support the process.

Documentary evidence confirms the appointment of suitability qualified external examiner.

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

**MET**  **NOT MET**

R4.4 is met. Students are supported by practice supervisors and practice assessors in each practice learning environment. The practice handbook, MORA context document and the MORA clearly define the roles and responsibilities of practice supervisors, practice assessors and academic assessors in supporting students to achieve the SPM. These also detail how feedback supports student development.

Module specifications detail the range of theoretical formative and summative assessments. Staff development days are used to ensure consistency in this process. Students, PLPs and the programme team tell us about the effective processes in place to provide students with feedback throughout the programme to support their development. Students can monitor their own development and access additional supportive feedback from personal tutors that's focused and recorded in student professional development portfolios.

Practice assessments are recorded in the MORA. Practice supervisors support student feedback from SUs, this is recorded in the MORA. Students also record feedback from practice supervisors and other registered and non-registered people during practice learning experiences. This feedback is used to support formal feedback discussion with practice assessors at each mid and end point in practice.

**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: 26 April 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 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.

**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  NO  N/A

There's no fall back exit award with 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: 26 April 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: N/A		MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>



**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 (NMC, 2018) (Gateway 1)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment (NMC, 2018) apply to the programme(s) (Gateway 2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration midwifery programmes (NMC, 2019) (Gateway 3)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the LME	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't being proposed.		
List additional documentation: Post visit documentation: Evidence of meeting conditions document, undated Elective guide implementation plan, June 2022 Revised, programme handbook, undated Revised, practice handbook, undated Module guide, effective midwifery care and the skilled practitioner III, undated Programme approval report signed by the chair, 20 June 2022		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input 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:  BSc Midwifery, year one x three BSc Midwifery, year two x four		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't being proposed.		
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: Airedale NHS Foundation Trust, CQC report, 14 March 2019 Bolton NHS Foundation Trust, CQC report, 11 April 2019 Cheadle Royal Hospital, CQC report, 11 November 2021 Kneesworth House, CQC report, 5 January 2022		
If you stated no above, please provide the reason and mitigation:  UoB is an AEI; visits weren't required.		
Additional comments: None identified.		

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### **Issue record**

#### **Final Report**

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