

**Programme approval report**

**Section one**

<b>Programme provider name:</b>	University of York
<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>	BMid (Hons) Midwifery MMid 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 checked="" 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>	11 May 2022

<p><b>Programme start date:</b></p> <p>Registered Midwife – 18M</p> <p>Registered Midwife – 24 M</p> <p>Registered Midwife – 36 M</p> <p>Registered Midwife – degree apprentice</p>	<table border="1" data-bbox="740 405 1157 600"> <tr> <td data-bbox="740 405 1157 454"></td> </tr> <tr> <td data-bbox="740 454 1157 504"></td> </tr> <tr> <td data-bbox="740 504 1157 553">26 September 2022</td> </tr> <tr> <td data-bbox="740 553 1157 600"></td> </tr> </table>			26 September 2022	
26 September 2022					
<p><b>QA visitor(s):</b></p>	<p>Registrant Visitor: Sheila Brown</p> <p>Lay Visitor: Terence Williams</p>				

**Section two**

**Summary of review and findings**

The University of York (UoY) department of health sciences is an established Nursing and Midwifery Council (NMC) approved education institution (AEI). The UoY present for approval a pre-registration midwifery long programme with a full-time undergraduate three-year Bachelor of midwifery with honours (BMid (Hons)) route at level six and a full-time integrated Master of midwifery (MMid) route at level seven. Both routes are developed to meet the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019). Both routes lead to professional registration as a qualified registered midwife.

The visit is undertaken by remote means.

The programme is scheduled to have one intake per year, to commence in September 2022 and with theoretical elements delivered at the main UoY campus. Annual selection and admission is planned across both routes offering approximately one third of students the option to study over four years to complete the MMid. The first three years of the MMid route follows the curriculum for the BMid route with exit awards that don't lead to professional registration, and with an option for students who initially plan to complete the MMid route to exit the programme after three years with the fall back exit award of BMid.

Programme documentation indicates that curricula content and practice learning experiences are designed to meet and are mapped against the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for student supervision and assessment (SSSA) (NMC, 2018) and the SPMP. The programme documentation and information presented by the programme team at the approval visit indicates that the programme incorporates contemporary midwifery and healthcare policies, research and best practice relating to local, national and international contexts. Programme documents indicate a programme philosophy and approach based on a 'connected curriculum design' and is consistent with person centred midwifery practice and adult learning.

There's evidence of effective partnership working between the UoY, students, service users and carers (SUCs) and practice learning partners (PLPs) at both strategic and operational levels. Programme documentation and stakeholders at the visit confirm that the programme is co-produced and developed in partnership with the three local practice PLPs, students and SUCs. There are policy statements and documents relating to statutory and compliance training with references to stakeholder group meetings, including working groups involving students, PLPs and SUCs.

There's evidence of effective partnership working between the UoY and PLPs to ensure safe and effective practice learning. The programme team confirm that Care Quality Commission (CQC) reports are reviewed and discussed at joint meetings with PLPs and that any issues raised from practice and external reviews are monitored through a systematic and collaborative process to effectively manage any risks to students. Educational audits of practice learning environments are undertaken in partnership by the UoY and PLPs to determine suitability. PLPs confirm agreement to support practice learning opportunities and the implementation of the SSSA. There's a practice learning link lecturer team based in the UoY that provides support to students and to practice supervisors and practice assessors. The programme team, students and PLPs confirm that this team support the implementation of SSSA for midwifery programmes. Students tell us that this team are extremely responsive to their queries providing excellent practice learning support.

The UoY is adopting the midwifery ongoing record of achievement (MORA) for recording practice and proficiency achievement and assessment for both routes in line with the Standards of proficiency for midwives (SPM) (NMC, 2019). The MORA is the product of a collaborative development of the pan-London approach and is in use for other midwifery programmes in England and Northern Ireland. This utilises regional stakeholder engagement including all lead midwives for education (LMEs) in England and Northern Ireland, and is supported by Health Education England (HEE). SUC evaluation is facilitated through student feedback proformas within the MORA. A UoY electronic version of the MORA (eMORA) is presented.

The SFNME is met at programme level.

The SSSA aren't met at programme level as a condition applies.

The programme is recommended to the NMC for approval subject to one NMC condition and one joint NMC and university condition. The university applies four further university conditions. Two NMC recommendations and one university recommendation are made.

Updated 28 June 2022:

Evidence is provided to meet the conditions. The conditions and related NMC standards are now met.

The AEI provide email confirmation that all university conditions are met. The programme is recommended to the NMC for approval.

**Recommended outcome of the approval panel**

<p><b>Recommended outcome to the NMC:</b></p>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p><b>Conditions:</b></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified.</p> <p><b>Selection, admission and progression:</b></p> <p>None identified.</p> <p><b>Practice learning:</b></p> <p>Condition one: The programme team must provide documentary evidence that the requirement for students to be supervised at all times when learning in practice is clearly stated in all programme documentation across all routes. (SSSA R2.1; SPMP R4.2) (NMC and university condition)</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>Condition two: The programme team must provide documentary evidence that the identified discrepancies in the SPM within the eMORA have been amended to match the SPM in the approved MORA document. (SPMP R4.7)</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition three: Programme titles to be amended to ensure all mentions of the integrated masters refer to “Master of midwifery” as well as including a field of study for both the BMid and MMid. (University condition)</p> <p>Condition four: Student handbooks to be updated to ensure information about degree calculations (and</p>

	<p>associated credits) and degree outcomes is accurate. (University condition)</p> <p>Condition five: Approval of the exemption from the credit transfer/recognition of prior learning policy (approval from university teaching committee). (University condition)</p> <p>Condition six: Approval of the pass/fail, non-reassessable modules (approval from university teaching committee). (University condition)</p>
<b>Date condition(s) to be met:</b>	17 June 2022
<b>Recommendations to enhance the programme delivery:</b>	<p>Recommendation one: The programme team are advised to consider strengthening partnership working across PLPs to ensure sufficient practice learning capacity, opportunities and resources to meet the SSSA and programme requirements. (SSSA R1.4; SPMP R3.1)</p> <p>Recommendation two: The programme team are advised to consider strengthening SUC involvement in student assessment within both theory and practice environments. (SFNME R5.14; SPMP R4.1)</p> <p>Recommendation three: The programme team should give consideration to a more flexible approach to the current annual leave structure, particularly in the summer. (University recommendation)</p>
<b>Focused areas for future monitoring:</b>	<p>SUC involvement in all aspects of the programmes.</p> <p>AEI and PLPs' partnership working on the implementation of SSSA across the programme.</p>

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

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

The programme team provide documentary evidence that the programme handbooks for both the BMid and MMid and the eMORA now include a clear

statement that student midwives must be supervised at all times by a registered health or social care professional when learning in practice.

Condition one is met.

The programme team provide documentary evidence that the identified discrepancies in the SPM within the UoY eMORA have been amended to match the SPM in the approved MORA document. Evidence indicates that the amended discrepancies have been shared with the national learning consultant for the eMORA.

Condition two is met.

The AEI provide email confirmation that all university conditions are met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<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>	28 June 2022

### Section three

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

### Partnerships

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

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

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

**Standard 1: The learning culture:**

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

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

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

**Standard 3: Student empowerment:**

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

**Standard 4: Educators and assessors:**

- R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment



R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

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

**Standards for student supervision and assessment** (NMC, 2018)

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

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

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

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

**Standard 2: Expectations of practice supervisors:**

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

**Standard 3: Practice supervisors: role and responsibilities:**

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

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

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

**Standard 7: Practice assessors: responsibilities:**

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

**Standard 9: Academic assessors: responsibilities:**

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

### Findings against the standard and requirements

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

Programme documentation and discussion at the approval visit provide evidence of effective partnerships and shared responsibility for theory and practice learning, supervision and assessment. The lines of communication and accountability for the development, delivery, quality assurance and evaluation of the programme is established as part of this partnership. There's an LME in post who's registered with the NMC. The programme team, PLPs, SUCs and students at the approval event provide assurance of a commitment to ensure robust partnership working in the design, development, co-production, delivery and evaluation of the proposed programme at both strategic and operational levels.

PLPs confirm that they're involved in the development of the programme. The programme team present an example of a HEE placement contract between the AEI and PLPs, and PLPs confirm at the approval visit their awareness of the requirement and nature of practice learning agreements. Documentary evidence and the approval visit discussions confirm that the SSSA is implemented by PLPs. There's evidence of existing training for midwives to support student supervision, and midwives who've had previous preparation as mentors are supported to transition to the roles of practice supervisor and practice assessor. Documentary evidence indicates and PLPs, the programme team and staff from the practice learning link team at the UoY confirm, that there's planned training for practice assessors.

There's established communication processes between the AEI, PLPs and students to address any concerns or issues regarding academic or practice learning. The AEI and PLPs have an established process to enable them to respond quickly to any concerns from adverse CQC reports which could put standards of care and/or practice learning at risk.

We find that processes for the oversight and monitoring of the programme are in place through internal UoY governance structures and through partnership working with PLPs. At a strategic level there's an undergraduate teaching committee and practice education support partnership meetings within the department of health sciences. There are quarterly management education group meetings that include representation from the midwifery education team, heads of midwifery, senior representatives from each PLP and the director and deputy of the department of health sciences practice learning link team. At an operational level there's learning

environment manager forum meetings that include attendees from each PLP, programme leads and representatives from the practice learning link team. Documentary evidence indicates and students at the visit confirm that there's regular student cohort representative meetings attended by students and the programme leads. Students tell us that the midwifery education team listen to the points they raise through student evaluations and in cohort representative meetings and that these are visible in the plans for the proposed programme.

The programme is adopting the MORA through implementation of an eMORA for recording practice and proficiency achievement and assessment. The UoY eMORA provides contextual details of how the MORA is applied to each programme route. The MORA is the product of a collaborative development of the pan-London approach. This utilised regional stakeholder engagement including all LMEs in England and Northern Ireland and is supported by HEE. There's an eMORA for stage one to three (year one to three) that's utilised for both routes, and an additional eMORA for stage four (year four) that's required for completion of the MMid in which students evidence maintenance of proficiency. SUC evaluation of the care students provide under supervision is sought by practice supervisors requesting feedback from SUCs through proformas downloaded from the eMORA.

Programme and student facing documentation evidences the roles required by the SSSA. Students at the approval visit confirm that they're well supported in practice learning environments by practice supervisors, practice assessors, academic assessors and the practice learning link team. Students tell us that some continuity of support and supervision is provided by practice supervisors and that they're provided with the opportunity to work with practice assessors. Students confirm that they receive feedback from practice supervisors and practice assessors in their current practice assessment document (PAD).

Students tell us that preparation for practice learning includes how to escalate concerns. They confirm that they're aware of how to escalate concerns and that they receive feedback on actions taken. PLPs, practice supervisors and practice assessors tell us that they're familiar with the escalation of concerns processes and how to action concerns.

The department of health sciences' SUC intentions document shows a commitment to involvement of SUCs with a department webpage dedicated to SUC involvement (SUCI). At the approval visit SUCs tell us that they're invited to SUCI forums, and are encouraged by the programme team to get involved in selection and admission activities, ongoing development, delivery, assessment and evaluation of the midwifery programme. Two SUCs at the approval visit are involved in advocacy groups in relation to postpartum psychosis and Down's syndrome.

SUCs confirm their involvement in the recruitment process and programme delivery through setting of value-based interview questions, teaching sessions and

evaluations. They tell us they're enthusiastic about participating in delivery on the new programme. SUCs refer to a positive culture within the AEI and that their involvement is meaningful and never tokenistic. SUCs tell us that they receive support and training, including equality, diversity and inclusion training, and that they feel listened to and valued by the AEI and the midwifery education team.

References are made in programme documentation to SUCs' participation in the design and development of the programme and this is confirmed by SUCs at the approval visit. SUCs tell us that they're involved in teaching sessions and are asked to contribute to delivery on the proposed programme. There's documentary evidence that SUCs are asked to contribute to student assessment through completion of feedback proformas in the practice learning environment. SUCs also confirm plans for their involvement in the assessment of students in both theoretical and practice elements of the programmes going forward.

Documentary evidence and discussions with students during the approval visit confirm students attend cohort representative meetings and provide programme evaluations which influence the design and development of the new programme. Students tell us that they complete module evaluations to provide feedback on theory and placement experiences through an online placement management system, the practice assessment record and evaluation (PARE). Discussions at the visit confirm that both the UoY and PLPs can access student evaluations via the PARE site and that processes are in place for the AEI and PLPs to consider and respond to this feedback and provide students with updates about actions taken.

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. Entry requirements in relation to numeracy and literacy are stated in prospective student information and tested at recruitment. Documentary evidence indicates that numeracy, literacy and digital and technological literacy are transferable skills covered within taught and clinical modules throughout the programme. Documentary evidence indicates that online and practice based formative and summative assessments ensure that students develop skills and capability in numeracy, literacy, digital and technological literacy to meet programme outcomes. This includes the package safeMedicate. Numeracy is assessed in each year of the programme with increasing complexity and

expectations. Students are provided with access to the safeMedicate package to undertake formative and summative assessments requiring 100 percent achievement in a summative assessment in year three for all students and in year four for students continuing to complete the MMid.

The AEI writing centre offers support to students in all aspects of literacy and numeracy via face-to-face session or online. Students are also supported through sessions with librarians to develop skills in using online database searching.

There's evidence of support within the UoY for students to continuously develop their numeracy, literacy and digital technological literacy skills with facilities accessible on and off campus.

**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**

There's no shortened programme.

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

**From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration midwifery programmes* and the *Standards of proficiency for registered***



**midwives will be met through the transfer of existing students onto the proposed programme.**

Programme documentation and the programme team tell us that existing students won't transfer from the current programme to the proposed programme.

Students who are on a leave of absence from their studies and are due to return to stage one (or year one) are supported to join at the start of year one of the proposed programme and are granted repeat study without fees. This will enable stage one students to recommence on year one of the new programme. Students who are due to return to stage two (year two) or stage three (year three) will return to the legacy programme.

In exceptional cases of a leave of absence greater than one year, mapping of the current or legacy programme learning outcomes is undertaken against the proposed programme learning outcomes as part of a leave of absence planning process. This clarifies at what point students who've taken a leave of absence from the programme can return to ensure completion of programme outcomes and without compromising the quality of their education.

**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.**

There's documentary evidence that students have transferred to the SSSA in line with the NMC emergency then recovery standards (due to the COVID-19 pandemic). This is confirmed at the approval visit by the programme team, PLPs and students who tell us that they were involved in the plans for transfer and provided with preparation for the implementation of 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  NOT MET

Date: 11 May 2022

**Post event review**

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

N/A

**Date condition(s) met:**

N/A

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

N/A

**Standard 2: Curriculum**

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

- R2.1 ensure programmes comply with the *NMC Standards framework for nursing and midwifery education*
- R2.2 comply with the *NMC Standards for student supervision and assessment*
- R2.3 ensure that programme learning outcomes reflect the *NMC Standards of proficiency for midwives*
- R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes
- R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice
- R2.7 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required
- R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies, and
- R2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, and comply with Article 40 (1) and satisfy Article 41(1) of Directive 2005/36/EC (see Annexe 1) by meeting the following criteria:
  - R2.9.1 full time education and training as a midwife is a minimum of three years and 4,600 hours, or
  - R2.9.2 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of two years and 3,600 hours, or
  - R2.9.3 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.

**Findings against the standard and requirements**

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

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

YES  NO

R2.2 comply with the NMC [Standards for student supervision and assessment](#)

YES  NO

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

YES  NO

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

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

MET  NOT MET

R2.4 is met. Documentary evidence and discussions at the approval visit confirm that the department of health sciences and the midwifery education team are committed to involving SUCs in the design, development, delivery and evaluation of the programmes. SUCs tell us they're provided with guidance from the midwifery education team and that their contribution is valued. The programme team and SUCs report contributions from advocacy groups in taught sessions for students, and students confirm this at the approval visit. The programme team and SUCs confirm that service users are made aware of the requirement to complete equality and diversity training.

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

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

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

YES  NO  N/A

The programme is only 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. There's documentary evidence confirmed at the approval visit by students, the programme team and PLPs that the proposed programme is designed and delivered to support students to meet the SPM. Programme documentation confirms and the programme team, PLPs and students tell us that they access a range of learning experiences in practice learning environments. Exposure includes continuity of care and carer and full systematic physical examination of the newborn. Experiences span the childbirth continuum covering antenatal, intrapartum and postnatal care in inpatient and community settings in both midwifery-led and consultant-led care contexts. Examples include working in community midwifery teams and in midwifery led care units.

Students are allocated to one main PLP organisation for the duration of the programme with experience provided in another PLP. Students confirm that they experience a range of practice learning opportunities in their allocated practice learning environments. There's the opportunity for students to use elective placements to explore care provision in a variety of alternative PLP areas, including international settings. Observational elective placements are planned and managed by students through external organisations with guidance from the programme team and the LME. The programme team tell us that this opportunity compliments and diversifies student learning and ongoing exposure to midwifery practice across the programme.

R2.7 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required

**MET**  **NOT MET**

R2.7 is met. Documentary evidence and discussions at the approval visit confirm that learning is supported by technology enhanced and simulated learning opportunities and assessments. Students tell us at the approval visit that they're provided with opportunities to learn through the utilisation of technology-enhanced learning provided online via the virtual learning platform and other online platforms such as safeMedicate. Students confirm that there's opportunities to rehearse skills through simulation in the clinical simulation unit such as foundational clinical skills and management of obstetric emergencies. An example of a simulated learning opportunity highlighted by both the programme team and students at the approval visit is care of the stillborn, including obtaining footprints and other items for bereaved parents' memory boxes. The programme team and students tell us that this simulated activity supports students to gain confidence in the provision of bereavement care in a safe environment given that opportunities in practice learning environments to gain this experience are infrequent.

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 design of the proposed programme provides an equal balance of 50 percent theory and 50 percent practice learning. Programme documentation details a range of appropriate teaching and learning strategies including simulated clinical skills, lectures and e-learning. Theoretical elements of the programme are delivered through a variety of approaches including opportunities to learn alongside other professional groups and simulated learning experiences. Taught sessions are provided on campus and face-to-face. Documentary evidence indicates and the programme team confirm at the approval visit that they're provided with opportunities for ongoing professional development, and that resources are sufficient to meet the intentions for both routes.

Students tell us at the approval visit that they learn through a variety of teaching and learning strategies, including the use of online technology enhanced learning resources, simulated learning in the clinical simulation unit and through sessions provided by expert guest speakers, advocacy groups and SUCs. Practice learning is recorded in the eMORA.

The student programme handbooks state that students must download and complete timesheets with entries confirmed by a practice supervisor or practice assessor. Timesheets are submitted to the student's nominated academic assessor. Information in the student handbooks confirm that students are responsible for retrieving work related to missed theory sessions in order to meet module learning outcomes. Documentary evidence indicates that student attendance at theory sessions is monitored by the programme team. If students are unable to attend a theory session they're required to inform the module leader and the students and academic support service.

**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 <input type="checkbox"/>	NO <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
There's no shortened programme.			
R2.9.3 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.			
	YES <input type="checkbox"/>	NO <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
There's no shortened programme.			
Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to curricula and assessment are met			
	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
Assurance is provided that Gateway 2: <a href="#">Standards for student supervision and assessment</a> relevant to assessment are met			
	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>Outcome</b>			
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>	
Date: 11 May 2022			
<b>Post event review</b>			
Identify how the condition(s) is met:			
N/A			
Date condition(s):			
N/A			
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>	
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 met. Documentary evidence indicates robust partnership working with various stakeholders demonstrated by the presence of students, PLP representatives and SUCs at the various consultation events. At the approval visit, we hear about flexible ways of engagement during the curriculum design phase through the use of virtual meeting platforms.

There's documentary evidence of practice learning opportunities that enable students to develop and meet the SPM. Domains one to five of the SPM are mapped within programme documentation. Skills detailed in domain six are evidenced within the MORA outlining the proficiencies that students must meet to successfully complete the programme. Discussion at the approval visit with students and PLPs confirm that practice learning environments provide students with the required learning opportunities to develop and meet programme requirements.

There's a practice module within each year of the proposed programme. There's two formative assessments and a summative holistic assessment assessed as pass or fail for each of the practice modules that are undertaken by a nominated practice assessor. Students must achieve all the required components of the MORA for each part of the programme in order to progress and successfully meet the SPM. Students who don't successfully achieve a practice assessment are provided with the opportunity for a four-week reassessment period. There's no further opportunity for retrieval of this assessment should a student fail at second attempt. The eMORA forms a record of all student practice learning experiences including any complementary placements or elective experiences.

The programme team and PLPs describe how they work collaboratively to optimise student practice learning to ensure that they access the required learning opportunities to meet programme requirements. Students confirm that they're well supported by the programme team, practice supervisors, practice assessors, academic assessors, the practice learning link team and the wider teams in each practice learning environment.

Educational audits of practice learning environments are undertaken by the link team through the PARE system and the overall quality assurance is monitored by department leads. PLPs tell us that they can access educational audits through the PARE system and that action plans are part of the educational audit process. CQC reports are reviewed and discussed at practice learning meetings by the programme team and PLP service leads, and any issues or concerns indicating a need for action are addressed and acted upon in a collaborative way.

There's a theory and placement plan for the proposed programme. The midwifery education team and PLPs tell us that the placement plan and range of learning opportunities offered by PLPs supports students to achieve required programme outcomes. The programme team and students confirm that PLPs offer quality learning support and opportunities in line with NMC requirements. Some PLP representatives at the approval visit indicate that they have some concerns in relation to ensuring sufficient placement learning opportunities for students across both new programmes to ensure that the SSSA are met. There's inconsistent assurance provided by PLP representatives at the approval visit that there's plans made in partnership with the AEI to ensure sufficient learning capacity, opportunities and resources to continue to meet the SSSA and programme requirements going forward. (Recommendation one)

R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families  
**MET**  **NOT MET**

R3.2 is met. There's documentary evidence and students tell us that practice learning opportunities provide exposure to the role and scope of the midwife, enabling them to provide holistic care to women, newborn infants, partners and families. Students develop skills and knowledge related to the systematic



examination of the newborn throughout the programme, with documentation of achievement in the eMORA. Achievement of these proficiencies are supervised, assessed and documented in the eMORA by a practitioner suitably qualified to undertake systematic examination of the newborn. PLPs confirm there's sufficient support and expertise in practice learning environments for students to be supervised and assessed for this area of midwifery practice.

Students and PLPs confirm that students are supernumerary in practice and are supported to access the required learning experiences to meet programme outcomes. Documentary evidence indicates and students tell us that they're supported, under supervision, to follow a small caseload of women throughout the programme.

Documentary evidence indicates that holistic care is central to the ethos of the programmes' curricula. This includes continuity of care and carer. Students tell us that there's enough practice learning opportunities to support them to gain experience in meeting the holistic needs of people of all ages and across all backgrounds. Placement learning and achievement are recorded and assessed within the eMORA.

R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working

**MET**  **NOT MET**

R3.3 is met. The programme team describe how inter-professional learning (IPL) theory is facilitated through learning activities and opportunities where midwifery students learn alongside other healthcare students. Students tell us that they're provided with a variety of opportunities to learn alongside other students on health and social care programmes. They provide examples including a peer teaching event related to the United Nations Children's Fund United Kingdom baby friendly initiative and a 'death café'.

Documentary evidence, students, the programme team and PLPs tell us that there's learning opportunities within practice learning environments to enable students to achieve the proficiencies related to interdisciplinary and multiagency working. Students provide examples of how they work with other professionals in maternity care placements and in short placements including gynaecology and special care baby units. The additional evidence section in the eMORA provides students with a record to reflect on any IPL opportunities undertaken and to self-evaluate and reflect on these IPL practice experiences.

Documentary evidence and discussions with the programme team at the approval visit confirms plans for further opportunities for IPL such as 'Schwartz rounds' which is an initiative from the Point of Care Foundation offering an inter-professional forum to reflect on the emotions and social aspects of working in healthcare.

Students are provided with a PLP induction and given specific organisational information at this point. Ahead of undertaking practice learning, students access the specific placement allocation through the PARE system. This provides students with specific information including who the placement nominated person is. A description of the practice learning environment and learning opportunities available are provided including information such as placement shift patterns. Students are also provided with information on IPL practice experiences via the PARE system.

R3.4 provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants

**MET**  **NOT MET**

R3.4 is met. Programme documentation confirms that continuity of midwifery carer is embedded throughout the programme. Students and PLPs tell us that there are learning opportunities that enable the achievement of the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants. Programme design and learning opportunities enable students to follow women who access a variety of care across the continuum. The eMORA sets out the progression points and expectations for learning, and requires students to demonstrate and achieve the related proficiencies.

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

**MET**  **NOT MET**

R3.5 is met. Documentary evidence and discussion at the approval visit confirm that students are supported to access learning opportunities that enable them to experience midwifery care for a diverse population across a range of settings, including midwifery led services. Within PLP localities students are able to experience a range of learning opportunities for midwifery care, for a diverse population, in areas including home births, birthing units including stand-alone birthing units, delivery suites caring for women with complex needs and a variety of inpatient and outpatient services. The eMORA requires students to document and consider respect and professional understanding when providing individualised care to women and families.

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. There's documentary evidence that students are enabled to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complications and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual factors. Programme documentation indicates there are taught modules in the programme that cover the knowledge and evidence base for the provision of care to women and/or neonates with complex needs and the assessment of this knowledge.

The eMORA is designed to document student ongoing developing knowledge and understanding when caring for women and newborn infants when complications and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual factors. The programme is designed to facilitate students to develop knowledge incrementally, increasing in complexity across the three-year BMid. For example, in year one students learn about normal physiological processes, with the introduction of additional care requirements in year two resulting in the achievement of the SPM by the end of year three. Students continuing to the MMid (that is year four) must demonstrate continued proficiency which must be assessed by a nominated practice assessor and documented in the eMORA for part four (or year four).

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 and the approval visit confirm that student individual needs and personal circumstances are taken into account when allocating practice learning opportunities. This includes making reasonable adjustments for students with disabilities. There's a section in the eMORA that enables students to document and share details about their individual needs and requirements to facilitate reasonable adjustments being made. Programme documentation confirms there's established processes in place to ensure that students' individual needs and personal circumstances are given consideration in the allocation of practice learning environments.

The student facing programme handbooks clearly signpost students to support services available for both theory and practice aspects of the programme available within the UoY, the department and from the midwifery education team. Students tell us at the approval visit that they're well supported by the AEI, the midwifery education team and in practice learning environments.

**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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to practice learning are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <a href="#">Standards for student supervision and assessment</a> relevant to practice learning are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Outcome</b>	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 11 May 2022	
<b>Post event review</b>	
Identify how the condition(s) is met	
N/A	
Date condition(s):	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

<b>Standard 4: Supervision and assessment</b>
<b>AEIs together with practice learning partners must:</b>
R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC <a href="#">Standards framework for nursing and midwifery education</a>
R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC <a href="#">Standards for student supervision and assessment</a>
R4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes
R4.4 provide students with feedback throughout the programme to support their development
R4.5 ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 percent
R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife

- R4.7 ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives, and
- R4.8 ensure the knowledge and skills for midwives set out in Article 40(3) and the activities of a midwife specified in Article 42 of Directive 2005/36/EC have been met as outlined in Annexe 1 of this document

### Findings against the standards and requirements

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

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

**MET**  **NOT MET**

R4.1 is met. Documentary evidence and the approval visit confirm that the UoY and PLPs have governance processes in place to support supervision and learning opportunities in line with the SFNME. The programme team and PLPs tell us that the learning culture is of primary consideration. Students tell us they're educated about the importance of being open and honest with people in accordance with the Code. The UoY have a number of strategic and operational processes and forums that ensure students are suitably supervised and supported throughout the programme.

There's an external examiner appointed for the midwifery programmes who is registered as a midwife with the NMC, and documentary evidence confirms that the programme external examiner identifies midwifery as their area of practice.

The student cohort representative meetings provide further governance for the midwifery programme. The importance of working with PLPs and SUCs strategically and operationally is evidenced through practice learning meetings, meetings with SUCs and the supportive practice infrastructure, demonstrating a shared approach to quality practice learning.

There's documentary evidence that students are provided with programme information via the student programme handbooks. Documentary evidence and the programme team confirm that the curriculum integrates theory and practice with progression points at the end of each part of the programme. Students are prepared for theory and practice through induction in the UoY and in practice learning environments. They experience a wide range of teaching, learning and assessment strategies in both practice and classroom settings, with digital learning a key feature. Lectures, skills sessions with simulation and online learning provide a variety of approaches to teaching and learning. SUCs, practice supervisors,

practice assessors and academic assessors contribute to student learning and assessment evidenced in the eMORA.

Students are supported in theory learning by programme leaders across each route. There's evidence of a robust range of student services including disability support teams and student mental health and wellbeing teams. To support inclusivity, materials are available on the virtual learning platform to ensure that students have the opportunity to review these prior to attending classroom sessions.

Academic staff curricula vitae demonstrate that the programme is delivered by suitably qualified educators. Documentary evidence and the programme team confirm that there are currently sufficiently prepared practice supervisors, practice assessors and academic assessors to fully support the supervision and assessment of students in practice learning environments. PLPs tell us that, in preparation for the new programme, more practice assessors are required. There's documentary evidence and the programme team and the practice learning link team tell us that training to prepare practice assessors has been developed and will be provided to PLPs soon. Academic assessors work in partnership with practice assessors and students. They meet with students and practice assessors at the end of each part of the programme to review progress towards achievement and support further development.

There's fitness to practise procedures outlined in the documentary evidence that are explained in student facing information.

Discussions with the programme team and students confirm that SUCs contribute to student feedback and assessment through proformas provided in the eMORA. SUCs confirm that they have not contributed to theory assessments, however they have been involved in discussions for plans to be further involved in student assessment within theory and practice environments. (Recommendation two)

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 not met. Student ongoing achievement and progression in practice are recorded in the eMORA. The roles and responsibilities of practice assessors, practice supervisors and academic assessors are clearly detailed in student facing documentation, including programme handbooks and the eMORA. At the approval visit students confirm they understand the respective roles. Nominated academic assessors are assigned to students in each year of the programme.

PLP representatives and the practice learning link team confirm that arrangements are in place to ensure that all placement learning opportunities meet NMC standards. There's nominated persons in each practice learning environment who serve as a point of contact for students. Link tutors and the practice learning link

team support practice learning environments, and act as key communication links between PLPs and the UoY. The link teams provide support to students and they support practice supervisors and practice assessors, ensuring that any concerns about student performance is effectively and promptly addressed.

Academic assessors track student, practice assessor and practice supervisor supervision and feedback provided in practice learning environments. Practice supervisors provide ongoing feedback to students. Practice assessors and academic assessors review student progression towards achievement of the SPM in each year of the programme. The process of communication and engagement between SSSA roles is outlined in the eMORA and in the student programme handbooks, including confirmation of achievement of the SPM by the academic assessor. There are robust processes in place to ensure joint agreement about student competence for each part of the programme. Academic assessors confirm agreement with practice assessors that students have met the SPM and programme outcomes. SUCs contribute to student practice assessment by providing feedback via the proformas provided in the eMORA.

The preparation of practice assessors, practice supervisors and academic assessors is detailed in the programme documentation. PLPs, practice supervisors and practice assessors confirm that they're fully prepared for and clear about their roles. They confirm that the SSSA is embedded within practice and that they fully understand the associated roles. Academic assessor roles are supported as part of the implementation of the SSSA, and ongoing staff development is supported by the UoY and monitored through annual appraisal.

Documentary evidence indicates that students are provided with education and preparation in year three for their future role as a practice supervisor once they're qualified.

Programme documentation indicates that students' supernumerary status is upheld in order to ensure supported learning time in practice placements. PLPs and students confirm their understanding of supernumerary status and that this is protected at all times as students aren't counted in staff numbers. Students and PLPs confirm that students are supervised directly, or indirectly, at all times. The discussion at the approval visit regarding students' supernumerary status focused on students not being counted in staff numbers. Within both programme handbooks there's a statement indicating that once a student has demonstrated that they're proficient that they should be able to fulfil tasks without direct oversight. PLPs indicate at the approval visit that they're not yet clear about student support for students on the integrated master's route in year four. Given PLPs' apparent uncertainty and that it's not made clear across all programme documentation that students are supervised at all times when learning in practice across both programme routes a condition is applied. (Condition one)

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. Programme documentation and discussion at the approval visit confirm that students must meet the SPM and module learning outcomes by the end of the programme. There's clear evidence that students are supported to achieve the programme outcomes and the SPM.

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

**MET**  **NOT MET**

R4.4 is met. Documentary evidence and the approval visit confirm there are processes in place to provide students with formative and summative feedback throughout the programme, supporting their development and progression. Students have access to a range of supportive mechanisms to support their development. Personal development tutor meetings prepare students for summative assessments, link teams provide practice support and SUC feedback in the eMORA supports progression towards practice assessment.

The eMORA requires ongoing feedback from practice supervisors that supports and informs the development of progression towards achievement of the SPM. Practice assessors record in the eMORA that the programme outcomes and SPM are met and confirmed by academic assessors.

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

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

**YES**  **NO**

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

**YES**  **NO**

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

**YES**  **NO**

R4.7 is not met. A UoY electronic version of the MORA (eMORA) is presented. Four proficiencies in the eMORA differ from the nationally approved MORA. The programme team submit a plan to amend these to ensure they reflect the MORA, however this isn't yet amended and therefore the UoY eMORA can't be approved and a condition is applied. (Condition two)



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

Within both programme handbooks there's a statement indicating that once a student has demonstrated that they're proficient they should be able to fulfil tasks without direct oversight. PLPs indicate at the programme visit that they're not yet entirely clear about student support for students on the integrated master's route. Given PLPs' uncertainty and that it's not made clear across all programme documentation that students are supervised at all times when learning in practice across both programme routes a condition is applied. (Condition one)

### Outcome

**Is the standard met?**

**MET**  **NOT MET**

Within both programme handbooks there's a statement indicating that once a student has demonstrated that they're proficient that they should be able to fulfil tasks without direct oversight. PLPs indicate at the programme visit that they're not yet entirely clear about student support for students on the integrated master's route. Given PLPs' uncertainty and that it's not made clear across all programme documentation that students are supervised at all times when learning in practice across both programme routes a condition is applied.

Condition one: The programme team must provide documentary evidence that the requirement for students to be supervised at all times when learning in practice is clearly stated in all programme documentation across all routes. (SSSA R2.1; SPMP R4.2) (NMC and university condition)

A UoY electronic version of the MORA (eMORA) is presented. Four proficiencies in the eMORA differ from the nationally approved MORA. The programme team submit a plan to amend these to ensure they reflect the MORA, however this isn't yet amended and therefore the UoY eMORA can't be approved and a condition is applied.

Condition two: The programme team must provide documentary evidence that the identified discrepancies in the SPM within the eMORA have been amended to match the SPM in the approved MORA document. (SPMP R4.7)

**Date:** 11 May 2022

**Post event review**

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

Condition one: The programme team provide documentary evidence that the programme handbooks for both the BMid and MMid and the eMORA now include a clear statement that student midwives must be supervised at all times by a registered health or social care professional when learning in practice.

Condition one is met.

Evidence:

Summary of conditions and recommendations, undated

Updated UoY eMORA, undated

Updated MMid September 2022 cohort handbook, undated

Updated BMid September 2022 cohort handbook, undated

Condition two: The programme team provide documentary evidence that the identified discrepancies in the SPM within the UoY eMORA have been amended to match the SPM in the approved MORA document. Evidence indicates that the amended discrepancies have been shared with the national learning consultant for the eMORA.

Condition two is met.

Evidence:

Summary of conditions and recommendations, undated

Updated UoY eMORA, undated

Evidence of eMORA update and PebblePad notification of discrepancies, 28 April 2022

**Date condition(s) met:** 28 June 2022

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

**MET**  **NOT MET**

**Standard 5: Qualification to be awarded**

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

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

R5.2 notify students during and before completion of the programme that they have [five years](#) to apply to register with the NMC if they wish to rely on this qualification<sup>1</sup>. In the event of a student failing to register their qualification

within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

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

### Findings against the standards and requirements

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

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

YES  NO

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

YES  NO

#### Fall Back Award

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

YES  NO  N/A

Exit awards up to stage three (or year three) of the BMid don't lead to registration as a midwife. Students who continue to complete the integrated MMid may opt to exit this route after year three and are awarded the fall back exit award of BMid. Students must have met all BMid programme requirements and met all NMC standards and proficiencies to be awarded the fall back exit award of BMid.

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met.

YES  NO

#### Outcome

Is the standard met?

MET  NOT MET

Date: 11 May 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

**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 type="checkbox"/>	<input checked="" 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: PLPs have access to student facing information in the eMORA that provides sufficient information specific to the programmes therefore no explicit practice learning handbook is provided. An apprenticeship route isn't presented for approval.		
List additional documentation: Post visit evidence to meet condition: Summary of conditions and recommendations, undated Updated UoY eMORA, undated Updated MMid September 2022 cohort handbook, undated Updated BMid September 2022 cohort handbook, undated Evidence of eMORA update and PebblePad notification of discrepancies, 28 April 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: Pre-registration midwifery, year two x one Pre-registration midwifery, year three x two		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't presented for approval.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: Tees, Esk and Wear Valleys NHS Foundation Trust, CQC inspection report, 10 December 2021 York Teaching Hospital NHS Foundation Trust, CQC inspection report, 16 October 2019		
If you stated no above, please provide the reason and mitigation: This is an established AEI and review of facilities and practice learning areas isn't required.		
Additional comments: None identified.		

**Mott MacDonald Group Disclaimer**

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

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

**Issue record**

**Final Report**

Author(s):	Sheila Brown Terence Williams	Date:	20 May 2022
Checked by:	Ian Felstead-Watts	Date:	25 May 2022
Submitted by:	Amy Young	Date:	19 July 2022
Approved by:	Colleen Regan	Date:	20 July 2022