

**Programme approval report**

**Section one**

<b>Programme provider name:</b>	University of Salford
<b>Programme reviewed:</b>	Registered Midwife - 18M <input type="checkbox"/> Registered Midwife - 24M <input checked="" type="checkbox"/> Registered Midwife - 36M <input checked="" type="checkbox"/> Registered Midwife - degree apprentice <input type="checkbox"/>
<b>Title of programme(s):</b>	BSc (Hons) Midwifery 156 weeks MSc Midwifery (Pre-Reg) MSc Midwifery Post RN) (Pre-Reg)
<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 checked="" type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 36M	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input 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>	28 April 2022

<p><b>Programme start date:</b></p> <p>Registered Midwife – 18M Registered Midwife – 24 M Registered Midwife – 36 M Registered Midwife – degree apprentice</p>	<p>.</p> <table border="1" data-bbox="740 367 1062 564"> <tr> <td></td> </tr> <tr> <td>23 January 2023</td> </tr> <tr> <td>22 September 2022</td> </tr> <tr> <td></td> </tr> </table>		23 January 2023	22 September 2022	
23 January 2023					
22 September 2022					
<p><b>QA visitor(s):</b></p>	<p>Registrant Visitor: Hilary Lumsden Lay Visitor: Sophia Hunt</p>				

**Section two**

**Summary of review and findings**

The University of Salford (US) is an established and experienced approved education institution (AEI). The school of health and society (the school) present the pre-registration midwifery programme for approval against the Standards for student supervision and assessment (SSSA) (Nursing and Midwifery Council (NMC), 2018), Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and Standards of proficiency for midwives (SPM) (NMC, 2019). The proposed programme includes the following awards: undergraduate three-year Bachelor of Midwifery, a three-year Masters of midwifery and a two-year Masters of midwifery for registered nurses. All routes are undertaken on a full-time basis. The three awards lead to professional registration as a midwife.

The taught theoretical element of the programme takes place at the US campus. Simulation to enhance learning takes place on the US campus and is enhanced by the engagement of people with lived experience of midwifery services. The university placement circuit is a large geographical area across Greater Manchester (GM).

This programme approval visit is undertaken by remote means.

The US proposes three routes within the pre-registration midwifery programme. The three-year programme at academic levels six and seven has a proposed intake once a year, starting in September 2022. There'll be a maximum of 85 students on the three-year routes per intake. It's proposed that approximately 20 students will undertake the short programme, which will commence in January 2023.

Both the three-year and two-year programmes are adopting the midwifery ongoing record of achievement (MORA) for the assessment of practice using the practice assessment record and evaluation (PARE) system. The MORA is the product of a collaborative development based on the established pan-London model. The development of the MORA used regional stakeholder engagement including all lead midwives for education (LMEs) in England and Northern Ireland, and is supported by Health Education England.

Programme documentation and the approval visit confirm effective partnerships between the AEI, students, practice learning partners (PLPs) and service users and carers (SUCs) at both operational and strategic level. Senior managers from PLPs agree to support practice learning opportunities designed to meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the SSSA (NMC, 2018) and the SPMP. Domains one to five of the SPM are clearly mapped within the programme documentation, with the skills detailed in domain

six being clearly visible and evidenced within the MORA, demonstrating what must be met at the point of registration as a midwife.

The documentation evidences collaboration between the US and key stakeholders in the development of the proposed midwifery programme. Strategic and operational meeting structures ensure that student, PLP and SUC participation in curriculum design and development is clearly stated. Documentation for the programme indicates curriculum content, modes of delivery and practice experiences are designed to meet the SSSA and the SPMP. There's a LME in post, who's registered with the NMC.

System regulators haven't identified any ongoing areas of concern within practice learning environments which are to be used for the programmes. Documentary evidence confirms that any issues arising from Care Quality Commission (CQC) quality reviews which impact on the practice learning environment are managed through the GM midwifery education group (GMMEG). There's clear evidence of close partnership working between the US and the PLPs to manage and mitigate any risks to student learning.

Arrangements at programme level don't meet the SFNME. Arrangements at programme level do meet the SSSA.

The programme is recommended to the NMC for approval subject to four NMC conditions being met. Two NMC recommendations are made.

Updated 16 June 2022:

Evidence is provided to meet the conditions. The conditions and related NMC standards/requirements are now 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></p> <p>None identified.</p> <p><b>Selection, admission and progression:</b></p> <p>Condition three: Provide an implementation plan which details how maternity service users will be involved in the selection process, including suitable preparation for recruitment. (SFNME R2.7; SPMP R1.4)</p> <p><b>Practice learning:</b></p> <p>Condition four: Demonstrate how the AEI responds to students' concerns in relation to achieving continuity of midwifery carer across the care continuum. (SPMP R3.4)</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>Condition two: Ensure that designated practice learning hours enable students to develop and meet the SPM. (SPMP R3.1)</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition one: The programme team must demonstrate compliance with the NMC Standards for education and training for all periods of learning undertaken outside the UK. (SFNME R2.15; SPMP R4.1)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>8 June 2022</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: Consider locating placement planners in student facing documentation to support the student journey. (SFNME R3.2; SPM R4.1)</p> <p>Recommendation two: Consider enhancing the monitoring of equality, diversity and inclusion (EDI) preparation for stakeholders involved in selection and recruitment. (SFNME R1.5; SPM R4.1)</p>

<p><b>Focused areas for future monitoring:</b></p>	<p>Admissions process and the involvement of SUCs. Parity of student induction and placement orientation across the PLPs.</p>
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**Programme is recommended for approval subject to specific conditions being met**

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

The AEI provided documentary evidence which describes how each condition has been met.

The US provide documentary evidence that there is a robust selection process for students applying for an overseas elective placement. Risk assessment is a key feature of assessment for international placements. The SSSA are applied to the learning environment in overseas placements, practice supervisors are updated appropriately and the students' UK based practice assessor will have weekly contact with the student whilst they are on an overseas placement. Condition one is met.

The US have reorganised the clinical practice hours to meet the SPM. Students on the three-year programmes will complete 36 hours per week in clinical practice. Students on the two-year post registered nurse (RN) programme will complete 40 clinical practice hours to meet the SPM. Condition two is met.

The US provide an implementation plan that demonstrates how maternity service users will be involved in the recruitment and selection process of midwifery students. US provide an implementation plan of how maternity service users will be prepared for the selection process with a training programme detailing equality, diversity and unconscious bias. Condition three is met.

Documentary evidence highlights how midwifery students can achieve their caseloading numbers with support from practice supervisors and practice assessors. Clear guidelines are provided for midwifery students in classroom sessions and in the caseloading handbook. Students are encouraged to use alternative additional placement areas to recruit women/birthing people into their caseload. Drop-in sessions are in place to provide students with support with caseloading whilst on placement. Condition four is met.

<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>
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<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>	16 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.
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><a href="#">Standards framework for nursing and midwifery education</a> (NMC, 2018)</p> <p><b>Standard 1: The learning culture:</b></p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p><b>Standard 2: Educational governance and quality:</b></p> <p>R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders</p> <p>R2.4 comply with NMC <a href="#">Standards for student supervision and assessment</a></p> <p>R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of</p>



communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

**Standard 3: Student empowerment:**

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice

**Standard 4: Educators and assessors:**

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

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

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

**Findings against the standard and requirements**

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

There's evidence that the US is committed to strong partnership working with stakeholders in the development, delivery and evaluation of the programme at both strategic and operational levels. Key stakeholders include PLPs, students and SUCs.

Programme documentation and the approval visit confirm effective strategic and operational partnership working between the US and PLPs. GM partnerships in midwifery education and the GMMEG provide opportunities for PLP leads, heads of midwifery (HoMs), the LME and link lecturers to share good practice and resources across GM. There's evidence of a collaborative partnership approach to ensure governance structures are in place for student learning. The US and PLPs work in partnership to ensure practice learning environments provide a quality and safe learning experience. PLPs tell us that they work with the US to mitigate risks to student learning and public protection. Documentary evidence, the programme team and PLPs confirm there are processes in place to raise and escalate student

and practice learning concerns. Collaborative reporting mechanisms are in place to manage and investigate serious untoward incidents which may have implications for student learning. This was confirmed by all stakeholders attending the approval visit.

PLPs tell us that there's reporting and satisfactory communication with link lecturers, who visit students in practice learning environments. Systems are in place to enable quality supervision and assessment of student midwives. Communication systems exist between link lecturers and PLPs. There's evidence of a partnership approach to the operationalisation of the SSSA. The roles and responsibilities of practice assessors, practice supervisors and academic assessors are clearly detailed in the MORA. Practice assessors and practice supervisors confirm they're prepared for the supervision and assessment of students. The academic assessor role is supported by the school. Senior academic and PLP staff confirm that there's sufficient resources to deliver the programme.

There's evidence of SUC involvement in the programme. SUCs tell us that they attend programme team meetings and contribute to the planning of the curriculum. SUCs assist with, and contribute to, sessions including bereavement and infant loss, lesbian gay bisexual transgender and queer (or questioning) issues and 'dads matter', which receive positive feedback from the students. The MORA includes opportunities for SUCs to feedback on student achievement in the practice learning environment. Programme documentation confirms the involvement of women, partners and advocacy groups who contribute to the programme. Students confirm SUC involvement in the programme and tell us that they welcome these learning opportunities.

There's evidence of inter-professional learning (IPL) in theory and in the practice learning environment throughout all years of the programmes. IPL experiences in the practice learning environment are evidenced in the MORA. Compulsory attendance is required for specific IPL sessions such as bereavement, perinatal mental health and an IPL simulation day. The SU offers lunch club IPL online sessions such as Jewish federation and social prescribing which are optional attendance.

Documentary evidence confirms that the US have procedures in place for escalating concerns about safe and effective care in practice learning environments. Students, PLPs, practice assessors, practice supervisors and the programme team confirm they understand how to raise concerns in both the school and in practice learning environments. Students report being well supported in practice learning environments and feel well supported in reporting any issues or concerns relating to practice learning. There's awareness of the provision for protected time and students confirm that they're supernumerary in practice. Procedures are in place to identify any issues of concern relating to practice learning environments to manage and mitigate any risks to student learning. Students tell us that they meet with academic assessors throughout the year to

review feedback received on placements. Action plans are in place to support students in their progression following any concerns raised in practice.

A series of curriculum design events were hosted by the US to ensure inclusive consultation during programme development. Students at the approval visit confirm their involvement during the development of the proposed programme. They tell us how they contributed to student reference group meetings, where the content and mode of delivery of the new programme were discussed. The students confirm that they interact with an ethnically diverse range of maternity SUCs. Students are complimentary about the teaching team and tell us that they feel supported throughout the programme. They tell us how formative feedback forms an integral part of all elements of their programme. Students have regular meetings with personal tutors throughout the programme.

PLPs tell us of the integral part they played during curriculum development and how their input shaped the proposed programme. They also explain how arrangements for exceptional circumstances and reasonable adjustments work and how they communicate with the AEI. They also explain to us how they collect and use feedback from students, including mechanisms for early escalation of concerns.

Current students who attend the approval visit spoke highly of the programme and the programme team. The students are well informed about the changes to the NMC Standards, including the changes to student supervision and assessment. Two of the students we met had been involved in the curriculum development group for the new programme, with other students stating that they had known about this opportunity. Within our documentary analysis we find evidence of comprehensive strategies which aim to provide students with personal, academic and practice support across learning environments. These are student centred.

We met with maternity SUCs who are actively involved with the university's midwifery programme. They report feeling valued and praised the inclusive nature of their engagement with students. One of the service users told us how they had been involved in teaching on the programme, discussing parental grief and infant loss with students, during simulation and as part of a module. This had been well received by the students and was a positive experience for the service user.

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 <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Student journey through the programme	
Standard 1: Selection, admission and progression	
<b>AEIs must:</b>	
R1.1 appoint a <u>lead midwife for education</u> 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	
<b>AEIs together with practice learning partners must:</b>	
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 <a href="#">the Code</a>	
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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
The school uses one scenario written by a SUC per year as part of their selection and admission process. SUCs are not actively involved in the recruitment and selection process. The SUCs we met stated they would like to be actively involved in the interview process and do not feel the current approach demonstrates that a partnership approach is undertaken. (Condition three)		
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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.3 demonstrate values in accordance with the Code	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.4 have capability to learn behaviours in accordance with the Code	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.5 have capability to develop numeracy skills required to meet programme outcomes	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.6 can demonstrate proficiency in English language	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.7 have capability in literacy to meet programme outcomes	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.8 have capability for digital and technological literacy to meet programme outcomes	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>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</b>		



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

**MET**  **NOT MET**

R1.6 is met. Programme documentation explicitly details the entry requirements for literacy and numeracy. Arrangements for student support and students' preparation for developing these entry requirements such as numeracy skills, literacy skills and digital and technological literacy are well established.

Programme documentation clearly shows opportunities for when and how students are supported to continuously develop their skills in these areas. The US provides a wide range of learning development and support via their library services, which includes opportunities for one-to-one appointments, alongside group workshops to support literacy and digital literacy skills. The US provides the technology platform SN@P to develop numeracy skills in a clinically appropriate way and preparation for assessment.

Students participate in digital and online networks, fora and workspaces. These are supported by the virtual learning environment (VLE). The MORA is embedded into the university platform, enabling students to access the VLE in clinical practice.

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

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

**YES**  **NO**

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

**YES**  **NO**

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

**YES**  **NO**

R1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult) and the

programme complies with Article 40(1)(b) of Directive 2005/36/EC outlined in Annexe 1 of this document.

YES  NO  N/A

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

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

Existing first year students will transfer onto the proposed programme in year two. Mapping documentation provides evidence of how the current programme content and learning outcomes compares with SPMP and SPM across the first year of the proposed programme. This mapping demonstrates bridging the current programme to the proposed programme and ensures that students will meet SPMP and SPM on transfer. First year students tell us that they're aware of the plans to change their programme and have been informed of, and are being prepared for, the pending changes. Students have agreed to the transfer to the proposed programme.

Current second year midwifery students will progress to the third year of the current programme in September 2022 and won't transfer to the proposed programme.

The programme team tell us that students returning from an interruption are individually supported by the personal tutor and LME. They negotiate an individualised plan for any returning students.

**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.**

Current students transferred to the SSSA on 8 November 2019. Students confirm they've transferred to the SSSA and are assigned practice supervisors and practice assessors who are prepared to support them in the practice learning environment.

There's strong evidence in place that the AEI and their PLPs are well prepared for integrating the SSSA into their new curriculum. This was verified by the PLP and students during the approval visit meetings.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to selection, admission and progression are met

<b>YES</b> <input type="checkbox"/>	<b>NO</b> <input checked="" type="checkbox"/>
<p>The US uses one service user written scenario per year as part of their selection and admission process. SUCs are not actively involved in the recruitment and selection process. The SUCs we met state they would like to be actively involved in the interview process and do not feel the current approach demonstrates that a partnership approach is undertaken. (Condition three)</p>	
<b>Outcome</b>	
<b>Is the standard met?</b>	
<b>MET</b> <input type="checkbox"/>	<b>NOT MET</b> <input checked="" type="checkbox"/>
<p>The US do not ensure that SUCs and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection.</p> <p>Condition three: Provide an implementation plan which details how maternity service users will be involved in the selection process, including suitable preparation for recruitment (SFNME R2.7; SPMP R1.4)</p> <p><b>Date:</b> 28 April 2022</p>	
<b>Post event review</b>	
<b>Identify how the condition(s) is met:</b>	
<p>The US provide an implementation plan that demonstrates how maternity service users will be involved in the recruitment and selection process of midwifery students. The US provide an implementation plan of how maternity service users will be prepared for the selection process with a training programme detailing equality, diversity and unconscious bias.</p> <p>Condition three is met.</p> <p>Evidence: Implementation plan document, undated</p>	
<b>Date condition(s) met:</b> 16 June 2022	
<b>Revised outcome after condition(s) met:</b>	
<b>MET</b> <input checked="" type="checkbox"/>	<b>NOT MET</b> <input type="checkbox"/>

<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>

- 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. There is evidence that women, birthing people, fathers, partners and advocacy groups have been involved in the design, development and delivery of the programmes. This was acknowledged and praised by the students we met. The people we met at the approval visit described how the programme team enabled SUCs to share their diverse experiences of midwifery with students. These include the experiences of same-sex couples, the mental health of fathers and people experiencing term and pre-term infant loss. SUCs we met felt valued by the US and praised the support they received from the programme team to explore personal experiences with students. We heard how the ideas and opinions of people with lived experience of midwifery care are considered by the programme team, with positive actions taken to address any concerns or ideas they have.

There is a clear and well-articulated commitment from the service users to further extend, develop and enhance their role and contribution to the midwifery programmes, particularly enhancing the recruitment and selection processes.

**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 not offered 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. Programme documentation and the approval visit confirm that the US design and deliver a programme that supports students to gain relevant and ongoing exposure to midwifery practice. The three-year route is organised into 18 modules, such as accountability, autonomy and professionalism, safe and effective care and promoting excellence, with reflective practice being a recurring theme across the three years. Documentation shows that the curriculum content is developed to allow greater complexity of topics through all three years to deepen students' knowledge. The two-year programme is organised into 12 modules of study and mirrors the modules of year two and three of the three-year programme.



The inclusion of the newborn and infant physical examination (NIPE) is threaded throughout the years of study of the programme. This allows students to build their knowledge and clinical skills over time to be NIPE competent at the point of registration. The United Nations Children's Emergency Fund baby friendly initiative accreditation (gold award) gives students enhanced knowledge and skills in infant feeding and is assessed in theory and in practice.

Student flowchart documentary evidence and discussion at the approval visit confirm students have varied practice learning environment experiences in each year. They include community, antenatal clinics, intrapartum and postnatal care. In year one, students are based with a team of community midwives and have exposure to intrapartum care.

Students are placed in the same NHS trust for the duration of the programme. This facilitates continuity with practice assessors and practice supervisors. PLPs tell us that students have a wide range of midwifery care experiences.

All practice learning environments are subject to an educational audit.

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

**MET**  **NOT MET**

R2.7 is met. There's documentary evidence that technology-enhanced and simulated learning opportunities are planned to meet the requirements of the programme. There are clear references to technological systems that can be accessed by students and the use of VLE, assessments and simulation in clinical skills, for example NIPE, alongside other modules that include a simulation component.

Simulated education is used as part of the midwifery programme to provide student midwives with authentic experiences to prepare them for clinical practice. Simulation provides a safe learning environment for students to apply theory to clinical scenarios and is offered to give students the necessary skills in line with their level of practice. The programme team confirm that there are dedicated midwifery resources to meet midwifery students' simulated learning needs. Through this approach to skills-based education students are equipped to identify and respond to clinical scenarios (including obstetric and neonatal emergencies) and test their communication, attitudes and interventions with women, birthing people and supporters. Simulated education isn't used to replace practice learning hours in the midwifery programme.

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

**MET**  **NOT MET**



R2.8 is met. The curriculum is planned to provide an equally balanced programme, with a variety of practice experiences and teaching and learning strategies. The three-year route is delivered over 4600 hours and comprises 2300 hours of theoretical teaching and 2300 hours in clinical learning environments. The hours are split equally 50-50 throughout each year of each programme. The two-year route is delivered over 3690 hours and comprises 1845 hours of theoretical teaching and 1845 hours in clinical learning environments.

The proposed programmes offer students with face to face learning and discussion opportunities, through a combination of lectures, seminars and clinical skills sessions. The programme team describe evidence-based learning and working methods to develop the students' clinical reasoning and judgement skills. This is underpinned by blended-learning opportunities that utilise the VLE and other technology platforms, such as SN@P.

In practice, the students report opportunities to join in clinical skills and development sessions as part of the wider midwifery team. This presents valuable learning opportunities, as well as greater insight into the role of the midwife and the continuous professional development promoted by their host organisation.

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

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

R2.9.1 full time education and training as a midwife is a minimum of three years and 4,600 hours,

YES  NO  N/A

R2.9.2 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of two years and 3,600 hours, or

YES  NO  N/A

R2.9.3 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.

YES  NO  N/A

An 18-month route is not proposed.

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: 28 April 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 3: Practice learning</b>
<b>AEIs together with practice learning partners must:</b>
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 US ensures that practice learning opportunities enable students to develop and meet the SPM. Student achievement of the SPM is documented in the MORA. Documentary evidence confirms that practice learning environments expose students to learning experiences across all areas of maternity care. These include community, antenatal, postnatal, delivery suite, neonatal intensive care units, specialist clinics and midwifery led care.

All practice learning environments are subject to educational audit. The audit process ensures practice learning quality and safety, and that the environment is appropriate to support midwifery students. The identification of learning opportunities and the assurance of capacity and appropriate practice assessors and practice supervisors is evidenced as part of the audit process. PLPs tell us that some practice learning environments are shared with other AElS and that all must meet the requirements of the educational audit. PLPs tell us that there's capacity within practice learning environments for the proposed student numbers. The programme team and HoMs meet to adopt a co-ordinated approach to midwifery recruitment, allowing for the planning of student recruitment and placement. The programme team and PLPs continue to fully operationalise existing placements through a collaborative approach to programme planning and modelling, to ensure that placements are utilised to full capacity.

There's evidence that students evaluate all practice learning environments on completion of the placement. Students tell us that they're well supported in practice learning environments. Feedback from placement evaluations is also shared with students via student/staff partnership fora.

The process for raising and escalating concerns is clearly detailed in the programme documentation. Students, PLPs, practice assessors, practice supervisors and the programme team confirm that they understand how to raise

concerns with both the division and in practice learning environments, and that there's an established process for the escalation of concerns in practice.

There are allocated reflective hours built into clinical practice placement hours. These equate to five hours per week for the three-year programme and seven hours per week for the two-year programme. The programme team describe the allocated hours as reflection, completion of MORA and private study. There is no monitoring on how students utilise this time. The allocation of these hours is not proportionate and a reduction in these hours is required to lessen the impact on practice learning. (Condition two)

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 evidence that students experience the role and scope of the midwife, enabling them to provide holistic care to women, newborn infants, partners and families. Students tell us that they're supported in the practice learning environment to gain the experiences required for them to meet programme outcomes. Programme documentation, the programme team and PLPs confirm that there are a sufficient number of practice learning experiences to ensure students gain experience in the holistic needs of those who access maternity services.

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

**MET**  **NOT MET**

R3.3 is met. Programme documentation confirms there's theoretical and clinical opportunities for IPL in all years of the long and short routes.

The implementation of NIPE within the programme provides opportunities for students to engage with academic and practice-based learning facilitated by paediatric and neonatal nursing colleagues.

Students and PLPs tell us that there's opportunities in practice learning environments for students to work with a range of health and social care professionals. Students, with the support of practice assessors and practice supervisors, are required to demonstrate active responsibility for ensuring they engage in interdisciplinary and practice learning visits to gain exposure to a broad range of multi-agency teamworking experiences. These experiences are documented in the MORA.

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

**MET**  **NOT MET**

R3.4 is not met. There's evidence of an agreed placement plan between the AEI and the PLPs to deliver continuity of carer service for women and families. There are differences between individual PLPs on the model of continuity of carer used, and students' experiences differ. Documentary evidence shows that all students will experience continuity of midwifery carer through undertaking a small caseload of women/birthing people. There's student-facing documentary evidence to support and guide students in their caseloading experiences. At the approval visit students tell us they are having difficulties with the practicalities of caseloading and have not been successful in providing continuity of carer to women/birthing people. (Condition four)

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

**MET**  **NOT MET**

R3.5 is met. The programme team, PLPs and students describe the opportunities for midwifery care for a diverse population across a range of settings, including midwifery led services. There's a wide range of ethnic groups in the geographical area. In placement, students care for women and their families from a range of diverse populations.

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

**MET**  **NOT MET**

R3.6 is met. The US provides learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complications and additional care needs arise. These include physical, psychological, social, cultural and spiritual factors. The programmes further develop these subjects in subsequent years, identifying increasing complexity and the skills required to support service improvement.

The geographical location of practice learning environments within GM provides students with exposure to women and families with different needs related to health inequalities. Practice learning opportunities cover the range of obstetric led and midwifery led services. Student midwives can experience a range of neonatal care during their programme from uncomplicated neonatal care to intensive care.

R3.7 Take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities

**MET**  **NOT MET**



R3.7 is met. Programme documentation confirms that effective processes are established to ensure that student individual needs and personal circumstances are given consideration in the allocation of placements. This includes making reasonable adjustments for students with learning, physical and social needs. Documentary evidence for reasonable adjustments is in place. The US have in place measures to ensure that students with specific disabilities can fully participate in their education and that they're not placed at an unfair disadvantage as a result of identified disabilities.

The school policy in relation to fitness to practise assesses the needs of students and makes assessments of the need for reasonable adjustments. Students declare good health and character on commencement and throughout their training programme, and the programme team make reasonable adjustments in accordance with NMC good practice and other legislation. Students tell us that they're aware of the process by which reasonable adjustments can be requested. Staff from clinical placement areas also tell us that they're aware of the ability for students to make requests for reasonable adjustments, and identify the close working relationship with academic staff as a key factor in allowing such requests to be actioned effectively.

Occupational health reviews enable staff to work with new students to accommodate reasonable adjustments. Practice learning environments are audited on the ability to make reasonable adjustments. Every student is allocated a personal tutor at the start of the programme to support their academic and pastoral needs.

Students tell us that their individual needs are considered in the practice learning environment and that reasonable adjustments are in place. Students confirm they understand the process for accessing additional support if required.

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

R3.8 ensure students experience the range of hours expected of practising midwives YES  NO

R3.9 ensure students are supernumerary YES  NO

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

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



**Outcome**

**Is the standard met?**

**MET**  **NOT MET**

There is a significant allocation of practice hours in the programme for reflection/MORA completion/private study. This time away from providing direct midwifery care could be detrimental to the achievement of the SPM.

Condition two: Ensure that designated practice learning hours enable students to develop and meet the SPM. (SPM R3.1)

Students tell us they are having difficulties with the practicalities of caseloading and have not been successful in providing continuity of care to women/birthing people.

Condition four: Demonstrate how the AEI responds to students' concerns in relation to achieving continuity of midwifery carer across the care continuum. (SPM R3.4)

**Date:** 28 April 2022

**Post event review**

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

Condition two: The US have reorganised the clinical practice hours to meet the SPM. Students on the three-year programmes will complete 36 hours per week in clinical practice. Students on the two-year post RN programme will complete 40 clinical practice hours to meet the SPM.

Condition two is met.

Evidence:

Condition two document, undated

Student midwife clinical placement guide (version three), undated

Student handbook Bachelor of Science (BSc) (version three), undated

Student handbook Master of Science (MSc) (version three), undated

Student handbook MSc (post RN) (version three), undated

Condition four: Documentary evidence highlights how midwifery students can achieve their caseloading numbers with support from practice supervisors and practice assessors. Clear guidelines are provided for midwifery students in classroom sessions and in the caseloading handbook. Students are encouraged to use alternative additional placement areas to recruit women/birthing people into their caseload. Drop-in sessions are in place to provide students with support with caseloading whilst on placement.

Condition four is met.

Evidence:  
Preparation of students for continuity of carer/caseload experience document, undated

**Date condition(s):** 16 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 not met. Documentary evidence and the approval process demonstrate that the US and PLPs have robust procedures and policies in place to evidence

how support, supervision, learning opportunities and assessment comply with the SFNME. Students have access to academic assessors for academic support and a range of US student support services available online. Examples include numeracy and library support.

Academic staff are suitably qualified to deliver the proposed programme. PLPs and the programme team confirm there are sufficient appropriately prepared practice assessors, practice supervisors and academic assessors to support delivery of learning in practice learning environments. Additionally, there's assurance from PLPs that there are sufficient appropriately qualified assessors for the NIPE element of the programme.

The range of assessments detailed in the programme specification indicate that students should develop a wide range of skills relevant to midwifery practice. Formative assessments and assessment types are detailed. Students receive formative assessment in theory and practice learning. They've opportunities to practise skills needed for the range of assessments throughout the programme. Assessment types include written, viva voce, practical, written examinations, simulated practice, seminar presentations, portfolios and case studies. Assessments are scheduled across each year of study. To enhance the student experience further, the programme team could consider locating placement planners in student facing documentation to support the student journey.  
(Recommendation one)

Whilst there is evidence of stakeholder engagement with selection and recruitment and consideration of EDI preparation, a more robust process could be in place. The programme team may wish to consider enhancing the monitoring of EDI preparation for stakeholders involved in selection and recruitment.  
(Recommendation two)

The programme promotes the opportunity for a four-week international placement in the third year of the programme, which is integral to the NMC programme. The international placement does not comply with the NMC Standards for education and training. We are told this placement is observational only, but student evaluation of the placement tells us that direct midwifery care is given by students without suitable supervision. The placement does not comply with the SSSA.  
(Condition one)

R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC [Standards for student supervision and assessment](#)  
MET  NOT MET

R4.2 is met. The MORA sets out the roles and responsibilities of the practice supervisor, practice assessor and academic assessor. All student midwives are allocated a practice supervisor, practice assessor and academic assessor to support their learning and assessment in practice and confirm their progression.

The preparation of practice assessors, practice supervisors and academic assessors is explicit within the divisional SSSA implementation strategy. The approval visit provides assurance that SSSA preparation is implemented across PLP organisations.

R4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes

**MET**  **NOT MET**

R4.3 is met. The SPM are mapped to the programme learning outcomes and the MORA. The MORA details and records achievement of the SPM in the practice learning environment and progression through each part of the programme. Domains one to five are mapped to the SPM, and the skills detailed in domain six are clearly visible and evidenced in the MORA. A context document is provided that describes the student journey through the programme and how progress is monitored.

The MORA clearly states the process to be followed where a student is underachieving in practice. An action plan is created between the student, practice assessor and academic assessor that's followed in a timely manner. Communication between the school, PLPs, practice assessors and academic assessors ensures that underachieving students' needs are supported.

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

**MET**  **NOT MET**

R4.4 is met. Students receive feedback in both practice and theory from a range of stakeholders. Feedback from practice supervisors and interim formative assessments with their practice assessor are recorded in the MORA. SUC feedback is included in the MORA.

Feedback on formative assessments aims to prepare student midwives for their summative assessments. Feedback on summative assessments aims to prepare students for their future assessments and includes commentary on areas of strength and areas for development. Students tell us formative assessment supports them in their summative assessments.

**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

We are told by the programme team that the elective placement period when undertaken outside of the UK doesn't comply with the NMC Standards for education and training. (Condition one)

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

We're told by the programme team that the elective placement period when undertaken outside of the UK doesn't comply with the NMC Standards for education and training.

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

**Date:** 28 April 2022

**Post event review**

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

Condition one: The US provide documentary evidence that there is a robust selection process for students applying for an overseas elective placement. Risk assessment is a key feature of assessment for international placements. The SSSA are applied to the learning environment in overseas placements, practice supervisors are updated appropriately and the students' UK based practice assessor will have weekly contact with the student whilst they are in an overseas placement.



Condition one is met.

Evidence:

International elective placements governance arrangements document, undated

**Date condition(s) met:** 16 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

The US is not offering an exit award with registration as a midwife.

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

YES  NO

**Outcome**

Is the standard met?

MET  NOT MET

Date: 28 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

**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 type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for midwives</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration midwifery programmes</i> (NMC, 2019) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the LME	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation:  An apprenticeship route is not proposed. All information related to the university handbook is made available online.		
List additional documentation: None identified.		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: September 2019 x three September 2020 x two September 2021 x one September 2018 (newly qualified midwife) 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 is not 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: CQC report, Bolton NHS Foundation Trust, 11 September 2019 CQC report, Cheadle Royal Hospital, 11 November 2021 CQC report, Royal Oldham Hospital, 10 February 2021 CQC report, Wythenshawe Hospital, 19 March 2019 US annual self-report, 31 March 2021		
If you stated no above, please provide the reason and mitigation: US is an established AEI; a resource check is not required.		
Additional comments: None identified.		

### **Mott MacDonald Group Disclaimer**

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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):	Hilary Lumsden Sophia Hunt	Date:	9 May 2022
Checked by:	Pamela Page	Date:	18 May 2022
Submitted by:	Amy Young	Date:	5 July 2022
Approved by:	Leeann Greer	Date:	7 July 2022