Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

Programme approval report

Section one

Programme provider name:	University of Sunderland
Programme reviewed:	Registered Midwife - 18M ☐ Registered Midwife - 24M ☐ Registered Midwife - 36M ☒ Registered Midwife - degree apprentice ☐
Title of programme(s):	BSc (Hons) Midwifery Practice
Academic levels:	
Registered Midwife - 18M	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Midwife - 24M	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Midwife - 36M	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Midwife - degree apprentice	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	18 - 19 May 2022
Programme start date: Registered Midwife – 18M	

Registered Midwife – 24 M Registered Midwife – 36 M Registered Midwife – degree apprentice	19 September 2022
QA visitor(s):	Registrant Visitor: Elizabeth Cluett Lay Visitor: Jane Suppiah

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Section two

Summary of review and findings
University of Sunderland (UoS), faculty of health sciences and wellbeing, school of nursing and health sciences, is an established NMC approved education institution (AEI) for adult, children, mental health and learning disabilities nursing programmes. UoS are submitting a Bachelor of Science (Honours) (BSc (Hons)) midwifery practice, pre-registration midwifery, full-time, three-year, level six, programme for the first time. The programme is scheduled to start 19 September 2022. Documentary evidence and the approval visit indicate the undergraduate programme has exit awards at certificate (level four), diploma (level five) and BSc (level six). The exit awards do not confer eligibility to register as a midwife with the NMC. This visit is undertaken face to face. Programme documentation and the approval visit indicate the programme has a spiral curriculum, module design and has drawn on a range of national and international regulations, policies, guidelines and research. The sequencing and structure of the curriculum, including the assessment strategy requires further clarity. Programme documentation indicates the curriculum content and practice learning experiences are mapped against and designed to meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for student supervision and assessment (SSSA) (NMC, 2018), the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and the Standards of proficiency for midwives (SPM) (NMC, 2019). The visit demonstrates the availability of extensive university resources to support the midwifery programme. This includes midwifery specific skills suites with home and pool midwifery led care rooms, as well as immersive environments for skills rehearsal of emergencies and provision of care for women with complications. Midwifery students have timetabled access to wet and dry laboratories. There are academic, digital and technical staff to support students and midwifery staff in all these areas. Programme documentation demonstrates the academic structure includes the lead midwife for education (LME) at senior level and the UoS has a strategic plan for the growth and development of midwifery academics that supports the increase in midwifery student numbers over the coming three to five years. This was confirmed by the academic dean of the faculty, the head of school and the LME at the visit. Preparation for midwifery academic assessors was unclear. A strategy and resources for the ongoing preparation and development of academic assessors are required.

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Practice learning partners (PLPs) confirm collaboration at strategic and operational levels with UoS and other AEIs within the region to ensure the management of placement capacity and educational audit.

The programme is adopting the three-year midwifery ongoing record of achievement (MORA) which incorporates the assessment of practice. The MORA has been developed by the England and Northern Ireland midwifery practice and education collaboration (MPAC). The national MORA supporting guide has been used as the basis for the UoS context guide to the MORA.

The programme documentation and approval visit indicate the SSSA requirements are established in all PLPs. There is variation between PLPs in the preparation and ongoing support for midwifery practice supervisors and assessors. (Condition one)

UoS midwifery students will normally gain their practice experience in one service provider. PLP representatives confirmed they have the resources for the students to achieve all aspects of the SPM. This is monitored by PLP practice facilitators, practice assessors, academic assessors and through student feedback. Continuity of carer is included within the programme. The availability of continuity of carer experience is variable and organised differently across the PLPs. (Recommendation two)

If necessary, there is a process for students to gain any missing experience in an alternative PLP. Students should be informed of this possibility. (Recommendation one)

There are regular regional and local AEI and PLP governance meetings as well as informal links, where Care Quality Commission (CQC) reports, major events or other factors that might impact on student learning are identified, discussed and mitigated against. This includes developments resulting from the Ockenden report and related reviews.

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

The programme is recommended to the NMC for approval subject to four NMC conditions; one of which is a joint NMC and university condition. The university has one further condition. Two NMC recommendations are made.

Updated 8 July 2022:

Evidence was provided that the changes required to meet the four NMC conditions have been made.

UoS confirm that the university conditions are met.

All the conditions have been met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐
	Programme is recommended for approval subject to specific conditions being met ☒
	Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:** Condition one: Demonstrate that practice supervisor and practice assessor preparation and ongoing support is effective and comparable between PLPs. (SSSA R1.4; SPMP R4.2) Condition two: Provide an implementation plan for the suitable preparation and ongoing support of academic assessors. (SSSA R10.3; SPMP R4.2) **Assessment, fitness for practice and award:** Condition three: Review the structure and sequencing of the curriculum (including formative assessment and research elements) to enable theory and practice learning to be more effectively delivered. (SFNME R5.7; SPMP R4.1) (NMC and university condition) **Education governance: management and quality assurance:**

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	Condition four: Provide the academic staff curriculum vitae (CVs) for the midwifery academic team to confirm appropriately qualified and experienced people are delivering the programme. (SFNME R2.18; SPMP R2.1)

Condition five: The programme team to correct typographical errors and inconsistency in terminology. To include consistency of standard on module descriptors and completeness of module and programme documentation. Particularly to review the verbs in the learning outcomes so that there is a measurable (and assessable) learning outcome. (University condition) |
| **Date condition(s) to be met:** | 1 July 2022 |
| **Recommendations to enhance the programme delivery:** | Recommendation one: Consider strengthening further the exposure to continuity of midwifery carer and monitor the equity of the student learning experience. (SPMP R3.4)

Recommendation two: Consider signposting in student facing documentation that alternative placements may be required to achieve proficiencies (SFNME R3.2; SPMP R3.1) |
| **Focused areas for future monitoring:** | Enactment of SSSA including preparation and ongoing support.

Continuity of carer experience.

Academic resource of the programme as student numbers grow. |

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions:
The AEI provided documentation which describe how each condition has been met with an overall response mapping document.

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Condition one: UoS presents four documents. One details the role of the practice supervisor and practice assessor, the knowledge and skills required against the SSSA criteria, and the education provided through an online package developed and supported by three local AEIs in partnership with the local PLPs. This is supported by a handbook. Time allocated to preparation and annual updates is consistent across the PLPs. The PLPs have monitoring systems in places to ensure all midwifery practice supervisors and assessors have the appropriate preparation and annual updates. An UoS midwifery academic provides details of the UoS midwifery programme at all updates. The effectiveness of preparation and ongoing updates is monitored through evaluations by practice supervisor and assessor attenders, student feedback, and through practice learning environment links such as practice facilitator meetings. There is a form for use by midwifery academics to record professional conversations with students, members of practice placement team or anyone contributing to student midwifery education, to enhance the midwifery programme. The fourth document indicates monitoring the effectiveness of practice supervisor and assessor training is the remit of the UoS BSc (Hons) midwifery practice steering group.

Condition one is now met.

Condition two: UoS presents two documents. A description of the role of the academic assessor detailing the knowledge and skills required against the SSSA criteria. The achievement of the knowledge and skills for the role is to be assessed by the LME, prior to the academic undertaking the role. The second document is a series of tables indicating which midwifery academic will be the personal academic tutor and academic assessor linked to each PLP.

Condition two is now met.

Condition three: UoS presents 24 documents, including module descriptors, guides and programme planning and implementation documents that detail the updated programme structure and sequencing of the curriculum, including assessment to enable theory and practice to be effectively delivered.

Condition three is now met.

Condition four: UoS presents the final two CVs for the midwifery academic team confirming that appropriately qualified and experienced staff are delivering the midwifery programme.

Condition four is now met.

The SFNME and the SSSA are now met at programme level.

The SPMP are now met.

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AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	1 July 2022

Section three

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

Partnerships
Programme documentation indicates that 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 <u>evaluative summary</u> about the effectiveness of the partnerships
between the AEI and their practice learning partners, service users, students
and any other stakeholders**.

Documentary analysis and meetings with stakeholders at the approval visit confirm
there's evidence of effective partnership between the AEI and PLPs at both
operational and strategic levels. Senior managers from PLPs agree to support
practice learning opportunities and the SSSA.

PLPs confirm their involvement in programme design and give examples of how
this has shaped curriculum and planned delivery, for example scheduling of
placements and content of practice modules. They are involved in appropriately
designed values-based selection of students alongside service users (SUs) and
UoS midwifery programme staff.

There's evidence of a working partnership between the AEI, students and SUs. Students, SUs and PLPs tell us of their contribution to the development of the programme through stakeholder engagement events.

There's a faculty wide strategy and operational process for the recruitment, preparation, engagement and ongoing development of SUs. This is being extended to include more maternity related SUs and to increase the diversity of SUs. SU involvement is embedded in student selection, programme delivery and student assessment and evaluation.

Members of UoS patient, carer and public involvement (PCPI) programme confirm their involvement in programme design alongside representatives from local and regional maternity voices partnerships. They are knowledgeable on the programme's content and structure and give examples of how their input has shaped its design and delivery. SUs report their involvement in programme meetings for health care programmes within the faculty and this is planned for the midwifery programme. SUs report contributing in skills rehearsal activity and sharing their experience in the classroom. For example, in relation to communication and interpersonal skills, and on topics such as bereavement.

SUs involved in the PCPI programme tell us they are appropriately prepared and supported in these roles, including equity, diversity and inclusion (EDI) training. A faculty handbook for SUs, details preparation, processes and support for SUs involvement within faculty programmes and includes midwifery. They tell us their involvement is highly valued and impactful. SUs have an honorary contract with the UoS and are paid for their work, should they want this. They have access to UoS facilities and resources. Students describe how SU involvement is fully embedded in their programme, shapes their learning and reinforces person-centred values.

Nursing students tell us that they complete module evaluations to provide feedback on theory and placement experiences. The same processes are planned for the midwifery programme. Discussions at the visit confirm 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.

The MORA evidences the involvement of PLPs and SUs in student feedback, supervision and assessment processes in practice.

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 heath 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

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** ☐

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Provide an <u>evaluative summary</u> 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. Documentary evidence and meetings at the visit confirm that students are supported to develop their numeracy, literacy, and digital and technological literacy throughout the programme. Students have access to a range of digital resources including the electronic library for health, the UoS virtual learning environment and safeMedicate, which is used for formative and summative assessment in each year of the programme. Library and other student services are in place to support students with digital literacy and academic skills including literacy and numeracy.

Discussions with UoS staff from disability and student support services confirm the availability to students of literacy, numeracy and digital support at recruitment and throughout their programme. Staff from central support functions work closely with programme staff and students to deliver personalised interventions as well as access to training and skills development packages, including the 'flying start' programme for digital literacy skills. Students tell us that the UoS is pro-active in offering one to one support and access to a range of study skills opportunities throughout their programmes.

PLPs confirmed that students have access to library resources and on-line digital access while on placement. They tell us that UoS inform them if reasonable adjustments are needed and a plan to support students is put in place. Such plans are monitored by the student, practice supervisor and facilitator and the academic tutor.

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 heath 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** ☒

This programme is for a three-year direct entry programme only.

Proposed transfer of current students to the programme under review
From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> 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.   Not applicable as this is a new programme.

Proposed transfer of current students to the *Standards for student supervision and assessment (SSSA)* (NMC, 2018).
From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.   Not applicable as this is a new programme.
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: 19 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** ☒

R2.1 is not met. The UoS midwifery programme documentation and discussions at the approval visit confirm partnership working with PLPs to ensure the safety of people is paramount. There are clear governance processes in place to monitor this and a shared responsibility across the UoS and PLPs to empower and work in partnership with students and SUs for ongoing development and quality enhancement of the programme.

The UoS midwifery programme documentation and discussions at the approval visit articulate a strategic plan for ensuring staff and educational resources for the midwifery programme. A LME is in post and leading the programme with clear lines of accountability and communication to ensure effective governance of the midwifery programmes. However, confirmation is required that all members of the midwifery team are appropriately qualified midwife teachers. CV are requested to confirm this. (Condition four)

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 <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met.

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

MET ☒   **NOT MET** ☐

R2.4 is met. Programme documentation and conversations at the approval visit indicates an established and robust faculty level approach to patient and public involvement.

PLPs confirm their involvement in programme design and give examples of how this has shaped curriculum and planned delivery. They are involved in appropriately designed values-based selection of students alongside SU and UoS midwifery programme staff.

Members of UoS PCPI programme confirm their involvement in programme design alongside local and regional maternity voices partnerships. PCPI involvement is embedded in student selection, programme delivery and student assessment and evaluation. The programme implementation plan indicates SUs will be involved in student academic assessments, such as objective structured clinical examinations and poster presentations.

SUs involved in the PCPI programme tell us they are appropriately prepared and supported in these roles and give examples of how their input shapes programme design and delivery. They tell us their involvement is highly valued and impactful. SU have an honorary contract with the UoS and can be paid for their work and have access to UoS facilities and resources.

Students describe how SU involvement is fully embedded in their programme, shapes their learning and reinforces person-centred values. The PCPI programme team work with the midwifery programme team to build SU involvement into curriculum delivery and assessment. They have established links with local charities and community-based organisations that facilitate this, as well as with local representatives from the maternity voices partnership (MVP).

Evidence provides assurance that the following requirements are met

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

YES ☐   **NO** ☐   **N/A** ☒

This programme is only being delivered in England.

Provide an <u>evaluative summary</u> 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, in particular the programme specification and practice planner indicate students will be provided with relevant and ongoing exposure to midwifery practice. The range of practice learning experiences include neonatal care, antenatal, postnatal, labour ward and community settings as well as short experiences of medical and surgical locations. The programme team presentation and discussion at the approval visit indicate the curriculum is designed so that modules prepare students for practice, by following a gestational framework (learning follows the sequence of a normal maternity journey).

The UoS have a placement team and use the ARC system to work in partnership with the PLPs for all placements. An identified member of staff will lead for midwifery placements, enabling familiarity with the midwifery programme, student needs and PLPs facilities.

Visits to the PLPs and discussions with senior leadership from the PLPs confirm the student numbers are agreed by the midwifery team within each PLP. PLP representatives indicate they have worked in partnership with UoS so that practice

schedules have been planned to conform to PLP requests and commitments to midwifery students from other AEIs. PLPs confirm they can support the number of midwifery students once the programme is fully established.

UoS student midwives have an elective experience where they can explore an area of interest. This must be agreed with the module leader to ensure it is appropriate to the student's learning needs and complies with NMC midwifery standards. The elective is observational only and does not count as programme practice hours.

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. Midwifery programme students have access to a well-resourced simulation suite which delivers learning environments that simulate low and high risk hospital care settings and the home. A dedicated midwifery technician works with the midwifery programme team to design the simulation programme for the course. Discussion with programme staff and documentary evidence confirms simulation learning does not count as programme hours and covers clinical circumstances that occur infrequently where proficiency is required. Students have access to the school of medical and health sciences' anatomy suite and are integrated into the school's programme of inter-professional learning (IPL). Nursing students confirm opportunities to learn alongside student medics, paramedics, other nurses and physiotherapists in multidisciplinary teaching sessions and clinical scenarios. Midwifery students are scheduled to join these inter-professional groups. Students also participate in clinical scenarios lead by NHS consultants, nurses and midwives during NHS study days held at UoS. Students are encouraged to join IPL events for emergencies and infrequent events within the PLPs settings alongside their practice supervisors.

There's evidence that both high and low fidelity simulated learning is an integral part of the programme. The safeMedicate online package is used to support students' medicines management learning. Expert technicians and academics in the fields of virtual learning, digital learning and anatomy support the midwifery academics in the design and delivery of such learning.

R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies
MET ☒   **NOT MET** ☐

R2.8 is met. The programme documents confirm the programme provides an equal balance of 50 percent theory and 50 percent practice learning. The educational pedagogy is based on a spiral curriculum and is modular.

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The programme documentation and conversations at the approval visit indicate a range of learning and teaching strategies, including skills rehearsal, face to face and online lectures as well as directed and self-directed electronic learning activities.

The programme team, PLPs and students confirm that reflection is encouraged in theory and practice activity, both concurrently and retrospective to aid learning.

UoS has a university wide expectation, supported by a student services hub, that all learning and teaching strategies take into consideration different/additional learning needs for students. This is discussed with students at recruitment and implemented from the start of the programme in theory and practice activity. The effectiveness of any adjustments is reviewed regularly.

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** ☒

This programme is for a full time three-year direct entry programme only.

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** ☒

This programme is for a full time three-year direct entry programme only.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to curricula and assessment are met

YES ☐   **NO** ☒

The UoS midwifery programme documentation and discussions at the approval visit articulate a strategic plan for ensuring staff and educational resources for the midwifery programme. A LME is in post and leading the programme with clear lines of accountability and communication to ensure effective governance of the midwifery programmes. However, confirmation is required that all members of the midwifery team are appropriately qualified midwife teachers. CV are requested to confirm this. (Condition four)

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to assessment are met

YES ☒   **NO** ☐

Outcome

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

Confirmation is required that all members of the midwifery team are appropriately qualified midwife teachers. CVs are requested to confirm this.

Condition four: Provide the academic staff CVs for the midwifery academic team to confirm appropriately qualified and experienced people are delivering the programme. (SFNME R2.18; SPMP R2.1)

Date: 19 May 2022

Post event review

Identify how the condition(s) is met:

UoS presents the final two CVs for the midwifery academic team and confirms that appropriately qualified and experienced staff are delivering the midwifery programme. Condition four is now met.

Evidence:
EDBMID60g – CV, undated
EDBMID60H – CV, undated

Date condition(s) met: 1 July 2022

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

Standard 3: Practice learning
AEIs together with practice learning partners must:
R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives

R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families

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

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

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

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

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

R3.8 ensure students experience the range of hours expected of practising midwives, and

R3.9 ensure students are supernumerary

Findings against the standard and requirements

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

R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives

MET ☒   **NOT MET** ☐

R3.1 is met. Documentary evidence, including programme specification handbook, and placement schedule, and discussions at the visit confirm that practice learning opportunities enable students to develop and meet the SPM (NMC, 2019). Students are allocated to a single PLP for the duration of the programme. Placement experience is monitored by the practice supervisor, assessor and practice facilitator and the academic assessor. If the PLP is unable to offer the full range of learning opportunities required, there is a mechanism to negotiate an experience in another PLP. It is advised that this is made clear within the student handbook. (Recommendation two)

The placement schedule and meetings with PLPs confirm that the range of placements include antenatal, postnatal, labour ward and community settings, as well as neonatal unit and medical surgical experiences. In addition, students have

the opportunity for short experiences with relevant practitioners, for example a specialist midwife.

Practice supervisors and practice assessors are already established and working to the SSSA. PLPs confirm that resources are available to support the preparation and update of practice supervisors and practice assessors, including plans for ongoing updates specific to the UoS programmes. Educational audits are completed and shared with other AEIs in the region. The plan is that UoS will contribute to and share these audits.

Visits to three maternity services who are the main PLPs, and conversations with senior leadership from five PLPs during the visit indicate strategic and informal mechanisms for agreement of placement capacity across the region, including placements for the planned UoS midwifery students. Placement capacity is arranged and monitored by UoS and PLP staff using the ARC system and direct contact. Clinical audits are led by the PLPs, and plans are in place for the involvement of UoS midwifery team to share and contribute to these. Placement evaluation is conducted via the ARC system and is analysed by PLP and AEI staff, with regular placement meetings and informal links to follow up and good practice or areas for development.

PLPs tell us that UoS has responded positively to their requests for placement allocation schedules, and they have sufficient capacity to support UoS midwifery students.

The programme is adopting the three-year midwifery ongoing record of achievement (MORA) to record students' progress and achievement of proficiencies. Initially this will be paper based. Further consultations are planned to provide access to the MORA electronically.

PLPs indicate that the ARC system is used for current UoS nursing student feedback from practice placements, and this will be used for midwifery students. PLPs report feedback is evaluated, and investigated where necessary in partnership with UoS, and is shared with practice supervisors and assessors and wide maternity teams. PLPs and UoS acted on any areas of improvement identified. Students are informed about actions taken.

Students tell us that they are supernumerary in practice.

Students and PLPs confirm that they know how to raise and escalate concerns.

R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families

MET ☒   **NOT MET** ☐

R3.2 is met. The programme documentation indicates that module content includes holistic care of women, their newborn and family. Documentary analysis and discussion and the approval visit indicate this monitored in practice by the PLPs and the programme team.

The programme team and PLPs confirm there's sufficient number of practice learning experiences to support students to gain experience in meeting the holistic needs of people of all ages. PLPs indicate they have sufficient midwives who can support students to achieve the examination of the newborn requirements and this supports holistic care around the woman and her newborn. Placement learning and achievement are recorded and assessed within the MORA.

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

MET ☒   **NOT MET** ☐

R3.3 is met. Programme documentation and discussion at the approval visit indicates that module learning activity includes a range of planned IPL opportunities, with nursing, medical and allied healthcare students. For example, communication skills, anatomy and physiology, simulated sessions, mental health, and pharmacology.

The programme team confirm that the philosophy and context of midwifery practice is recognised and appropriately addressed within IPL activities. For example, clinical scenarios will be generic and /or appropriate to midwifery practice.

In practice the PLPs confirm students are supported to work in inter-professional teams, appropriate to their clinical area such as obstetricians, health visitors, social workers and physiotherapists. Midwifery students from other AEIs at the PLPs sites confirm interprofessional working opportunities. PLPs representatives report that all students are encouraged to participate in interprofessional activity such as case reviews with the support of a practice supervisor.

In practice IPL is assessed and recorded via the MORA.

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

MET ☒   **NOT MET** ☐

R3.4 is met. Documentary evidence and feedback from PLPs during the visit indicates that there is collaboration and coordination between AEIs and PLPs around utilisation of the midwifery placement circuit, including providing students with opportunities for midwifery led care. One PLP visited at the visit indicate they are working towards the national target of 'Better Births' with over 50 percent of all

midwifery care in team to provide continuity of carer. Students will be involved in case loading holding and gain experience in continuity of carer teams.

Where the PLPs does not have established continuity carer teams, students will be supported by the practice supervisors to identify and provide care to a small case load of women during their third year. Achievement of continuity of carer experience will be monitored by the practice assessor and facilitator and the academic assessor. UoS have a case loading handbook to support students and practice supervisors. The midwifery team is advised to work with PLPs to strengthen the exposure to continuity of midwifery carer and monitor the equity of the student learning experience. (Recommendation one)

Continuity of carer experience and proficiencies is recorded within the MORA, this includes reflections on practice.

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. Programme documentation indicates module content and includes midwifery care for diverse populations, across a range of settings.
Discussions with the programme team and practice learning facilitators (PLF) confirm that PLPs offer learning opportunities for a diverse population across a range of setting. This includes communities from different ethnic and social background and from different subcultures. PLFs work with link tutors to monitor and assure that individual students have sufficient breadth in their placements. PLFs from across PLPs meet monthly to monitor and make adjustment to placement allocation. Midwifery students met in practice settings confirm that 'spoke placements' with midwives who specialise in care of women with diabetes, health visitors and emergency department staff for example allow them to experience care delivered to midwifery SUs in different settings.

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

MET ☒   **NOT MET** ☐

R3.6 is met. Documentary analysis and discussions with the programme team indicates there are taught modules that cover the knowledge and evidence base of provision of care to women with complex needs. There are opportunities for complex care knowledge and skills development within the virtual learning and skills simulation activity. Some of this will be inter-professional. Academic assessment includes midwifery care of women with complex care needs.

Midwifery leaders from the PLPs at the visit confirm that students have appropriate learning opportunities in practice settings to enable them to develop the knowledge and skills to provide achieve the NMC required associated with care of women and newborn with complex care needs. This includes practice within antenatal wards, high care labour wards, obstetric theatres and neonatal units.

Achievement in practice is recorded and assessed within the MORA and monitored by the practice and academic assessor.

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** ☐

The UoS has a clear equality, diversity, inclusion and social responsibility (EDISR) strategy, and there are student support strategies, across the university and within the faculty. The UoS is proactive in ensuring students are aware of the importance of disclosing personal circumstances that might affect their learning with their personal tutor and to the student support services and then using the resources available to them. The student handbooks detail the range of support services available to students.

Midwifery programme students are allocated a 'home trust' for their placements at the start of their programme. Students are supported with travel costs and accommodation for practice placements where this is needed. Discussions with the programme team, PLPs and students confirmed that personal needs and reasonable adjustments are taken into account when considering practice allocations. Any plan to address and monitor these is in agreement with the appropriate PLP staff and is implemented when 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** ☐
Date: 19 May 2022	
Post event review	
Identify how the condition(s) is met N/A	
Date condition(s): N/A	
Revised outcome after condition(s) met: N/A	**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

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Provide an <u>evaluative summary</u> 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 discussions with the senior leadership at the visit confirm that the planned staffing resources are adequate to deliver the programme. There's effective partnership working with PLPs. PLPs and the programme team confirm there are sufficient appropriately prepared practice supervisor and practice assessors and plans for ongoing development to support delivery of the practice learning element of the programme.

Programme documentation and discussion at the visit confirm this is spiral and module curriculum, with a range of assessment activities across the programme include essays, objective structure clinical assessments, multiple choice examination, research report and presentations. The programme team indicate formative assessment supports student learning however this is not evident within the programme documents. The rationale for the programme sequencing and associated assessment is not always clear. The programme team must review the structure and sequencing of the curriculum, and the formative assessment and research elements to enable theory and practice learning to be more effectively delivered. (Condition three)

Practice is assessment using the national MORA document. Information for students on support in and for practice is detailed in the student handbook, the MORA and the UoS guide to the MORA.

UoS have a fitness to practice procedure that includes appropriate professional practice and academic membership and support for students. PLPs confirm they are aware of processes to report any practice concerns, and that they are involved in fitness to practice processes.

Educational governance processes include programme management boards, and practice partners meetings, as well as regional meetings. These groups oversee quality activities such as programme quality, clinical audits and evaluation activity. The PLPs report good formal and informal working with UoS.

There is collaboration between local AEIs and PLPs through the regional and local regular formal and informal meetings. These groups discuss all aspects of the curriculum, including strategic issues, education monitoring, practice learning placements including capacity, clinical and educational audits, student evaluation data and to how to progress practice issues through partnership working. Quality

monitoring reports such as CQC reports are considered and any impact on student learning would be mitigated against and followed up through an action plan.

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. The programme documentation includes preparation sessions for midwifery practice supervisors and assessors, which includes a midwifery programme handbook. However, practice supervisors and practice assessors report variable levels of preparation, knowledge of the UoS programme and the MORA. UoS must work with all PLPs to provide assurance that practice supervisor and practice assessor preparation and ongoing support is effective and comparable between PLPs. (Condition one)

The UoS academic assessor preparation materials are nursing focused. No evidence of academic assessor preparation or support was seen linked to the midwifery programme. UoS must provide an implementation plan and resources for the preparation and ongoing support of midwifery academic assessors. (Condition two)

Documentary analysis and discussions at the visits with the programme team and PLPs representatives provides assurance that the programme is designed to support practice learning and the development and achievement of the programme outcomes and SPM. There are practice learning experiences in each year of the programme which are designed to facilitate students working with the inter-professional team, a diverse population of maternity service users covering the full spectrum of maternity care needs.

The MORA is used to guide, assess, and document the student's practice learning and achievement of the SPM proficiencies.

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

MET ☒   **NOT MET** ☐

R4.3 is met. The programme documentation has been clearly mapped to the programme outcomes and the SPM (NMC, 2019).

Midwifery programme is adopting the national MORA, which is mapped to the six domains of the SPM, and is used to guide, assess, and document the student's practice learning, achievement of the SPM proficiencies, and details progression through each part of the programme. The MORA and the UoS context document which is based on the national guide to the MORA indicate how the MORA is to be

used. UoS is initially using a paper-based MORA with subsequent consultation to explore the provision of the MORA via an electronic platform.

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

MET ☒   **NOT MET** ☐

R4.4 is met. There is a range of academic assessments that are appropriate for the development of midwives, including written assignments, presentations and objective structured clinical examinations (OSCEs). Students will complete formative assessment to prepare them for summative assessment, including for the numeracy and medicine management assessments each year.

There are processes in place to provide students with feedback throughout the programme in the academic and placement settings. Student nurses at the visit confirm academic assessment feedback and support is offered and is readily available.

The MORA will enable both the practice supervisor and practice assessor to provide ongoing formative and summative feedback to the student in the practice setting. A template is available for women and their families to provide feedback within the MORA. The student's practice supervisor or practice assessor approaches SUs to obtain feedback and this is recorded in the practice assessment document. Practice supervisors, practice assessors and students we met at the visit confirm this process is already in place and works well.

Students confirmed that they receive feedback from practice supervisors during their shifts and practice assessors at regular intervals during their placement.

PLFs, practice supervisors and assessors confirmed clear lines of communication with UoS programme staff, including evening and weekends and clarity how to escalate concerns about student performance.

Practice assessors confirm that they work in partnership with academic assessors to ensure NMC proficiencies are achieved for UoS nursing programmes and with other AEIs for midwifery.

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** ☒

Programme documentation and discussion at the visit confirm this is spiral and module curriculum, with a range of assessment activities across the programme include essays, objective structure clinical assessments, multiple choice examination, research report and presentations. The programme team indicate formative assessment supports student learning however this is not evident within the programme documents. The rationale for the programme sequencing and associated assessment is not always clear. The programme team must review the structure and sequencing of the curriculum, and the formative assessment and research elements to enable theory and practice learning to be more effectively delivered. (Condition three)

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to supervision and assessment are met

YES ☐ **NO** ☒

The programme documentation includes preparation sessions for midwifery practice supervisors and assessors, which includes a midwifery programme handbook. However, practice supervisors and assessors report variable levels of preparation, knowledge of the UoS programme and the MORA. UoS must work with all PLPs to provide assurance that practice supervisor and practice assessor preparation and ongoing support is effective and comparable between PLPs. (Condition one)

The UoS academic assessor preparation materials are nursing focused. No evidence of academic assessor preparation or support was seen linked to the midwifery programme. UoS must provide an implementation plan and resources for the preparation and ongoing support of midwifery academic assessors. (Condition two)

Outcome

Is the standard met?	MET ☐ NOT MET ☒

The preparation and ongoing development and support for practice supervisors and practice assessors is variable across the PLPs. UoS must work with PLPs to ensure effective and consistent education so students can achieve the SPMP and SMP requirements.

Condition one: Demonstrate that practice supervisor and practice assessor preparation and ongoing support is effective and comparable between PLPs. (SSSA R1.4; SPMP R4.2)

The UoS academic assessor preparation is nursing focused. UoS must provide evidence of appropriate academic assessor preparation and ongoing development for midwifery academics.

Condition two: Provide an implementation plan for the suitable preparation and ongoing support of academic assessors. (SSSA R10.3; SPMP R4.2)

The curriculum sequencing and assessment is not clear in the documentation. The programme team must review the structure and sequencing of the curriculum, and the formative assessment and research elements to enable theory and practice learning to be more effectively delivered.

Condition three: Review the structure and sequencing of the curriculum (including formative assessment and research elements) to enable theory and practice learning to be more effectively delivered. (SFNME R5.7; SPMP R4.1)

Date: 19 May 2022

Post event review

Identify how the condition(s) is met:

Condition one: UoS presents four documents. One details the role of the practice supervisor and practice assessor, the knowledge and skills required against the SSSA criteria, and the education provided through an online package developed and supported by three local AEIs in partnership with the local PLPs. This is supported by a handbook. Time allocated to preparation and annual updates is consistent across the PLPs. The PLPs have monitoring systems in places to ensure all midwifery practice supervisors and assessors have the appropriate preparation and annual updates. A UoS midwifery academic provides details of the UoS midwifery programme at all updates. The effectiveness of preparation and ongoing updates is monitored through evaluations by practice supervisor and assessor attenders, student feedback, and through practice learning environment links such as practice facilitator meetings. There is a form for use by midwifery academic to record professional conversations with students, members of practice placement team or anyone contributing to student midwifery education, to enhance the midwifery programme. The fourth document indicates monitoring the

effectiveness of practice supervisor and assessor training is the remit of the UoS BSc (Hons) midwifery practice steering group.

Condition one is met.

Evidence:
EDBMID141 strategic document – practice assessor and practice supervisor preparation for all PLPs v2, June 2022
EDBMID49 - practice assessor, practice supervisor handbook v3, May 2022
EDBMID142 professional discussion documentation form, undated
EDBMID97 - terms of reference – stakeholder group, undated

Condition two: UoS presents two documents. A description of the role of the academic assessor detailing the knowledge and skills required against the SSSA criteria. The achievement of the knowledge and skills for the role is to be assessed by the LME, prior to the academic undertaking the role. The second document is a series of tables indicating which midwifery academic will be the personal academic tutor and academic assessor linked to each PLP.

Condition two is now met.

Evidence:
EDBMID140 academic assessor implementation plan and ongoing support v1, 30 May 2022
EDBMID140a allocations for academics, student support in practice v1, May 2022

Condition three: UoS presents 24 documents, including module descriptors, guides and programme planning and implementation documents that detail the updated programme structure and sequencing of the curriculum, including assessment to enable theory and practice to be effectively delivered.

Condition three is now met.

Evidence:
EDBIM01 programme specification v4, June 2022
EDBMID00 – evidence documentary (ED) list gateway and prior gateways v4, June 2022
EDBMID02 programme handbook v5, May 2022
EDBMID143 review of curriculum and assessment structure – programme plan plus assessments, modules and assessments, undated.
EDBMID05 – BMID 100 module descriptor v3, June 2022
EDBMID06 – BMID 101 module descriptor v3, May 2022
EDBMID18 – BMID 102 module descriptor v3, May 2022
EDBMID19 – BMID 103 module descriptor v4, June 2022
EDBMID08 BMid103 module guide midwifery practice and pharmacology 1 v3, June 2022

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EDBMID12 BMid203 module guide midwifery practice and pharmacology 2 v3, undated

EDBMID15 BMid302 module guide Midwifery practice and pharmacology 3 v4, June 2022

EDBMID20 – BMID 200 module descriptor v3, June 2022

EDBMID21 – BMID 201 module descriptor v3, June 2022

EDBMID22 – BMID 202 module descriptor v3, June 2022

EDBMID23 – BMID 203 module descriptor v3, June 2022

EDBMID24 – BMID 300 module descriptor v4, June 2022

EDBMID25 – BMID 301 module descriptor v3, June 2022

EDBMID26 – BMID 302 module descriptor v3, June 2022

EDBMID54b – PCPI handbook v14, February 2022

EDBMID57- flow chart – clinical link tutor relationship flowchart, May 2022

EDBMID128 – Implementation plan v3, June 2022

EDBMID131 – Placement demographic details, undated

EDBMID139 midwifery continuity of carer caseload holding, undated

EDBMID52k0 MORA three-year undergraduate (UG) NMC approved v2 UoS, undated

Date condition(s) met: 1 July 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[1]. 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[2]. 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 programme specification confirms there's no fall back exit award with NMC registration.

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: 19 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

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s)	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook (available online to students)	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☐	☒
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for midwives*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration midwifery programmes* (NMC, 2019) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☐	☒
CV of the LME	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☒	☐

	YES	NO
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒

If you stated no above, please provide the reason and mitigation:
There is no academic assessor focused information specific to the midwifery programme – condition two requires this to be provided.
There are no CV for two relevant staff – condition four requires these are provided.
An apprenticeship route is not presented for approval.

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	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Day one (practice settings): Two student midwives, in year three of a BSc programme. One first year midwifery student of a three-year BSc programme. All three students were from different AEIs. Day two: Five UoS students were met: Two, second year adult nurse students on a two-year MSc programme. Two, second year children's and young people's nursing practice students on a three-year BSc programme. One, second year adult nursing practice student on a three-year BSc programme.		
Service users and carers	☒	☐

If you stated no above, please provide the reason and mitigation: No apprenticeship route is presented.
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)	☒	☐
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☒	☐
Educational audit tools/documentation	☒	☐
Practice learning environments	☒	☐
If practice learning environments are visited, state where visited/findings: Teaching and student support facilities at the UoS campus were visited. There are extensive academic resources to support the midwifery programme. This includes midwifery specific skills suite with home and pool midwifery led care rooms, as well as immersive environments for skills rehearsal of emergencies and provision of care for women with complications. Midwifery students have timetabled access to wet and dry laboratories. There are academic, digital, and technical staff to support students and midwifery staff in all these areas. There is a student service hub, where a wide range of learning and personal support service are available. Library staff confirm midwifery resources are available for the programme. Three practice learning sites were visited which included tours of the maternity services area, and meeting with strategic and operational leader of the maternity service. We met practice supervisors and practice assessors from North Tees and Hartlepool NHS Foundation Trust, South Tyneside and Sunderland Foundation Trust, County Durham and Darlington NHS Foundation Trust and students from other AEIs. All three maternity services showed us a range of practice environments suitable for the provision of midwifery led care, and midwifery care to women and newborns with additional care needs. In all three location there are facilities for students to access learning physical and electronic resources. Discussions with PLP staff, at strategic and operational levels, confirm good working relationships with UoS staff. There were very positive comments about the ease of communication with UoS across health care programmes and with the LME, and the flexibility and responsiveness of UoS. PLPs also confirm adequate

midwifery experiences and staff resources across a range of learning environments to enable UoS midwifery students achieve the SPMP, SPM and programme outcomes.

System regulator reports reviewed for practice learning partners	☒	☐

System regulator reports list:
South Tees Hospital NHS Foundation Trust CQC report, 2 July 2019
North Tees and Hartlepool NHS Foundation Trust CQC report, 14 March 2018
Tees, Esk and Wear Valleys NHS Foundation Trust CQC report,10 December 2021 (not maternity services)

If you stated no above, please provide the reason and mitigation:
UoS is an established AEI, a visit to library facilities is not required for this approval.

Additional comments:
None identified.