

Programme approval visit report

Section one

Programme provider name:	Sheffield Hallam University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Rotherham, Doncaster and South Humber NHS Trust Rotherham NHS Foundation Trust Sheffield Teaching Hospitals Barnsley NHS Foundation Trust Doncaster and Bassetlaw NHS Trust Chesterfield Royal Hospital NHS Trust
Programme(s) reviewed:	
<p>Programme: Pre-registration Midwifery Title of programme: BSc (Hons) Midwifery Programme start date: 21 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p>	
Date of approval	28 April 2020
QA visitor(s):	Registrant Visitor: Fran Galloway Lay Visitor: Penelope Goacher

Section two

Summary of review and findings

Sheffield Hallam University (SHU), the approved education institution (AEI), has presented documentation for a three-year full-time BSc (Hons) pre-registration midwifery programme.

Programme documentation provides evidence of an integrated care curriculum (ICC) shared with 15 health and social care professions identifying a strong inter professional learning element to the programme over all three years. Programme documentation and the approval visit confirm effective partnership working between SHU, practice learning partners (PLPs), students and service users. Proposals for the new programme are widely consulted with PLPs, students and service users and carers. Stakeholders are all represented at the approval visit. Evidence presented during the approval visit indicates changes made in response to feedback from these stakeholder groups.

Programme documentation presents an innovative curriculum containing inter-professional and midwifery specific modules. There's opportunities for students to experience collaborative learning with professionals they'll be working with in the future. SHU will use the midwifery ongoing record of achievement (MORA) which has resulted from ongoing partnership working with the midwifery practice assessment collaboration (MPAC) involving a number of partners from across England and Northern Ireland. SHU has transferred existing midwifery students to the Standards for student supervision and assessment (SSSA) (NMC, 2018) through Covid-19 regulatory options.

Arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME). Arrangements at programme level meet the SSSA.

This visit is made remotely under Covid-19 restrictions.

The programme is recommended to the NMC for approval subject to one specific NMC condition. Visitors made two recommendations.

Updated 5 June 2020:

The AEI has submitted documentation to meet the condition. The condition is met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: The AEI must provide detailed module descriptor content for the Standards of proficiency for midwives (NMC, 2019). (SFNME R2.2; Standards for pre-registration midwifery programmes (SPRMP) R2.3, R4.3)</p>
Date condition(s) to be met:	2 June 2020
Recommendations to enhance the programme delivery:	<p>Recommendation one: The AEI is advised to consider how they implement facilitating monitoring and achieving the EU Directives 2005/36. (SFNME R2.1, R2.9; SPRMP R4.3)</p> <p>Recommendation two: The AEI is advised to strengthen service user engagement throughout midwifery related aspects of the midwifery programme. (SFNME R1.12; SPRMP R3.5)</p>
Focused areas for future monitoring:	Practice flow and achievement of Standards of proficiency for midwives and EU directives.

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>The programme team has provided module descriptor content which reflects mapping to the Standards of proficiency for midwives (NMC, 2019). This meets the condition and the programme is recommended for approval.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>No</p>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	5 June 2020

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><i>Standards for pre-registration midwifery programmes (NMC, 2019)</i></p> <p><i>The Future midwife: Standards of proficiency for registered midwives (NMC, 2019)</i></p> <p><u><i>Standards framework for nursing and midwifery education (NMC, 2018)</i></u></p> <p><u><i>Standards for student supervision and assessment (NMC, 2018)</i></u></p> <p><u><i>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018)</i></u></p> <p><u><i>QA Framework for nursing, midwifery and nursing associate education (NMC, 2018)</i></u></p>

Partnerships

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

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

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

Standard 1: The learning culture:

R1.12 Ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 Work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 All learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 Comply with NMC Standards for student supervision and assessment

R2.5 Adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 Share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

R5.14 A range of people including service users contribute to student assessment
Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

R7.9 Communication and collaboration between practice and academic assessors

is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence and the approval process demonstrate effective partnership working between SHU and key stakeholders including students, PLPs and service users in the development of the programme. PLPs confirm link tutors visit practice on a weekly basis and respond quickly to concerns. PLPs say they understand the changes being implemented for the SSSA. All PLPs tell us there's monthly education updates concerning the implementation of the planned curriculum and SSSA. PLPs tell us they are invited to meetings about the programme twice yearly. PLPs tell us the AEI responds to any feedback given. Programme documentation and the approval process evidenced that there are effective partnership arrangements for maintaining the learning environment and for the support of practice supervisors and assessors. Link tutors visit practice on a weekly basis and respond quickly to concerns. Practice assessors know how to raise and escalate any concerns and implement action plans.

Documentary evidence from the ICC and meetings with service users identifies their involvement in recruitment, selection and curriculum planning. Further strengthening of focused midwifery service users throughout curriculum delivery is advised. (Recommendation two)

Service users welcome the ability to provide feedback with the MORA. The ICC is the framework for the curriculum and ensures an inter-professional approach to learning. Service users tell us they feel supported and valued by SHU. They tell us training is provided prior to any active involvement in the programme. Service users feel they are listened to and able to make a difference as part of the inter-professional modules. Service users say they currently do not provide formal assessment or feedback for students in practice and they welcome feeding back to students formally with the proposed curriculum. Documentary evidence from the ICC and meetings with service users identifies their involvement in recruitment, selection and curriculum planning.

Students say they are given support to develop in practice and the university through SHU academic advisors and link tutors. Academic advisors meet with students four times a year to provide support. Documentary evidence within the

MORA identifies role descriptors for practice assessors, practice supervisors and academic assessors. Students identify they're prepared for the introduction of the SSSA and understand the changes being implemented. PLPs tell us they enjoy working with SHU and link tutors visit practice areas once a week. Support is provided for midwives and students in facilitating practice learning and assessment.

The practice assessment document (PAD) for the September 2019 cohort highlights changes made to meet the SSSA. Students say they're involved in programme meetings and evaluations. Students have opportunities for feeding back throughout the year in practice placement evaluations. Actions following feedback are implemented.

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 and,

Met

Gateway 2: Standards for student supervision and assessment

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met: 5 May 2020

Revised outcome after condition(s) met:

Student journey through the programme

Standard 1: Selection, admission and progression

AEIs must:

1.1 Appoint a lead midwife for education who is responsible for midwifery education in the AEI

1.2 Inform the NMC of the name of the lead midwife for education

1.3 Ensure recognition of prior learning is not permitted for pre-registration midwifery programmes

AEIs together with practice learning partners must:

1.4 Ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education

1.5 Confirm on entry to the programme that students:

1.5.1 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

1.5.2 Demonstrate an understanding of the role and scope of practice of the midwife

1.5.3 Demonstrate values in accordance with the Code

1.5.4 Have capability to learn behaviours in accordance with the Code

1.5.5 Have capability to develop numeracy skills required to meet programme outcomes

1.5.6 Can demonstrate proficiency in English language

1.5.7 Have capability in literacy to meet programme outcomes

1.5.8 Have capability for digital and technological literacy to meet programme outcomes

1.6 Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes

1.7 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

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

1.9 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

1.10 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).

Evidence provides assurance that the following requirements are met:

1.1 Appoint a lead midwife for education who is responsible for midwifery education in the AEI

Yes

1.2 Inform the NMC of the name of the lead midwife for education

Yes

1.3 Ensure recognition of prior learning is not permitted for pre-registration midwifery programmes

Yes

1.4 Ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education

Yes

1.5.1 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

1.5.2 Demonstrate an understanding of the role and scope of practice of the midwife

Yes

1.5.3 Demonstrate values in accordance with the Code

Yes

1.5.4 Have capability to learn behaviours in accordance with the Code

Yes

1.5.5 Have capability to develop numeracy skills required to meet programme outcomes

Yes

1.5.6 Can demonstrate proficiency in English language

Yes

1.5.7 Have capability in literacy to meet programme outcomes

Yes

1.5.8 Have capability for digital and technological literacy to meet programme outcomes

Yes

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

1.6 Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes

Met

R1.6 is met. Documentary evidence identifies digital capability, literacy, numeracy and computing technology skills are programme learning outcomes. Assessment strategies identify use of digital technologies such as safeMedicate. The programme requires all students to undertake a medication calculation examination prior to the first practice placement. Students are assessed in each part of the programme with the pass mark rising to 100 percent by the end of year three. During the approval visit the programme team report the academic advisory service offers ongoing support for students continuous development in numeracy, literacy, digital and technological literacy. The MORA further assesses these skills within the practice area with digital record keeping technologies and cardiocography (CTG) interpretation such as K2 package used in PLPs.

Evidence provides assurance that the following requirements are met:

1.7 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

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

Yes

1.9 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

1.10 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.

No

The programme is not designed as a shortened pre-registration midwifery programme for registered adult nurses.

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.

SHU is not transferring existing pre-registration midwifery students onto the new programme. Current students tell us they feel the existing programme is contemporaneous and they're aware they're not transferring onto the 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.

All students are transferred to the SSSA. Documentary evidence shows involvement of current students in the decision to transfer to SSSA. Meeting with students from this cohort at the approval visit evidences their willingness to be supported in practice in this way and they understand the different roles.

PLPs told us that all practice assessors and practice supervisors are prepared to supervise and assess students and the AEI provides ongoing support.

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

Yes

Outcome

Is the standard met?

Met

Date: 5 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 2: Curriculum

AEIs together with practice learning partners must:

2.1 Ensure programmes comply with the NMC Standards framework for nursing and midwifery education

2.2 Comply with the NMC Standards for student supervision and assessment

2.3 Ensure that programme learning outcomes reflect the NMC Standards of proficiency for midwives

2.4 Involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes

2.5 Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

2.6 Design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice

2.7 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

2.8 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

2.9 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:

2.9.1 Full time education and training as a midwife is a minimum of three years and 4,600 hours, or

2.9.2 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

2.9.3 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.

Evidence provides assurance that the following requirements are met:

2.1 Ensure programmes comply with the NMC Standards framework for nursing and midwifery education

Yes

2.2 Comply with the NMC Standards for student supervision and assessment

Yes

2.3 Ensure that programme learning outcomes reflect the NMC Standards of proficiency for midwives

No

R2.3 is not met. There's evidence of mapping of programme learning outcomes to the Standards of proficiency for midwives within the BSc (Hons) midwifery submission document. Module descriptors do not provide linking to the proficiencies or reflect the mapping provided. This must be addressed. (Condition one)

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.

2.4 Involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes

Met

R2.4 is met. There's evidence from agendas, updates, notes and minutes of meetings that service users and carers are involved in designing, developing, delivering and evaluating the programme. Service users at the approval visit confirm they give feedback on the proposed curriculum through maternity advocate groups such as maternity voices.

Service users confirm they're involved in designing, developing, delivering and evaluating the programme through the ICC. Service users say they can give feedback to students in the MORA.

Service users report undertaking a range of training opportunities to prepare them for their roles. Service user feedback is sought, valued and taken on board by the

programme team and has influenced service user feedback forms. Students confirm service users are represented throughout the programme and vodcasts made by service users are shown at selection events.

Evidence provides assurance that the following requirements are met:

2.5 Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

N/A

The programme is only delivered in England.

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

2.6 Design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice

Met

R2.6 is met. The MORA and programme documentation identifies how students are expected to achieve practice competencies in the Standards of proficiency for midwives. The MORA includes the EU Directives and achievements expected within each academic year, including enhanced examination of the newborn, and infant feeding. There's provision for practice supervisors to provide regular feedback and formative meetings with the identified practice assessor prior to the summative assessment at the end of the programme part.

Feedback from service users is actively sought through the MORA.

Students tell us they access all necessary practice areas and achieve all EU directives prior to the end of the programme. A programme plan in the student handbook identifies the theory practice flow and practice placement allocation for students. PLPs say students are sometimes anxious about meeting proficiencies. All students have appropriate practice placement allocations and ongoing support to meet programme outcomes and these are achieved within the length of the programme.

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.

2.7 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

R2.7 is met. Technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment in the programme. Programme documentary evidence provides lesson plans with simulated learning for scenarios facilitated by different professional groups such as safeguarding with social workers. Service users and PLPs tell us they suggest scenarios for students within the ICC to trigger discussion. Module descriptions provide evidence of simulated learning techniques and objective structured clinical examinations (OSCEs) are used as an assessment strategy in each part of the programme for each practice module. The programme team tell us the OSCE assesses midwifery specific skills with increasing complexity from hand washing and abdominal palpation in year one to emergency midwifery skills in year three.

Students tell us they access an interactive virtual learning environment to aid their learning. The AEI has skills laboratories allowing students to practice skills not frequently seen in practice.

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.

2.8 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

Met

R2.8 is met. The programme hours are 4600 with an equal balance of 2300 hours in theory and 2300 hours in practice. The programme facilitates learning through blocks of theory and practice. The ICC provides students with a range of different teaching and learning strategies such as lectures, scenario-based learning, dedicated science modules and simulation-based learning.

Students tell us they enjoy learning at SHU and the different modes of teaching, learning and assessment. Students welcome a programme allowing for theory and assessments to be a focus prior to practice.

An assessment calendar is provided in the student handbook reflecting theory, assessment and practice flow allowing students to plan and maintain a work life balance.

The programme team confirm the programme and practice placement learning opportunities allow students to meet all programme requirements. Students and PLPs confirm students undertake practice assessments and meet the EU directives within the length of the programme.

Evidence provides assurance that the following requirements are met:

2.9.1 Full time education and training as a midwife is a minimum of three years and 4,600 hours, or

Yes

2.9.2 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

No

This programme is not a shortened programme and is not designed for first level registered nurses.

2.9.3 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.

No

This programme is not a shortened programme and is not designed for first level registered nurses.

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

No

Module descriptors do not provide linking to the proficiencies or reflect the mapping provided.

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

Yes

Outcome

Is the standard met?

Not Met

Module descriptors do not provide linking to the proficiencies or reflect the mapping provided.

Condition one: The AEI must provide detailed module descriptor content for the Standards of proficiency for midwives (NMC, 2019). (SFNME R2.2; SPRMP R2.3)

Date: 5 May 2020

Post Event Review

Identify how the condition is met:

Condition one:

The programme team has provided revised detailed module descriptor content which links directly to the Standards of proficiency (NMC 2019). Mapping demonstrates development of proficiencies throughout the programme for all academic levels.

Evidence:

BSc (Hons) midwifery submission document with module descriptors, 31 May 2020

Condition one is met.

Date condition(s) met: 5 June 2020

Revised outcome after condition(s) met:

Met

Condition one is met.

Standard 3: Practice learning

AEIs together with practice learning partners must:

3.1 Provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives

3.2 Ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families

3.3 Provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working

3.4 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

3.5 Provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services

3.6 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

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

3.8 Ensure students experience the range of hours expected of practising midwives, and

3.9 Ensure students are supernumerary

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.

3.1 Provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives

Met

R3.1 is met. Practice learning requirements and opportunities are outlined in programme documentation and student facing practice documentation. The

programme team and PLPs assure us there are sufficient practice learning opportunities in relevant midwifery practice placements to develop and meet the Standards of proficiency for midwives. PLPs say they monitor and evaluate placements through educational audits in partnership with the AEI.

Students say they're able to access all practice placement areas to meet the practice outcomes and proficiencies. Practice supervisors say they feel able to provide feedback for students to aid student development and practice assessors have specific opportunities to assess students. Practice assessors meet with their student and academic assessor to confirm progression within each part of the programme.

3.2 Ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families

Met

R3.2 is met. There's evidence in programme documentation and narrative evidence at the visit that student midwives will experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families. Students tell us they experience caring for women and their families in community and hospital settings and can follow women through the whole continuum of childbirth. Students report enjoying caseload midwifery practice allowing them to build up a relationship with each woman, her family and look at her social needs as well as her physical and mental health wellbeing.

The programme allows students to learn enhanced examination of the newborn, which promotes holistic care for women and their infant. The continuity of care models allows students to experience the whole spectrum of practice and liaising with multi agency groups.

3.3 Provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working

Met

R3.3 is met. There's evidence presented demonstrating opportunities to work and learn with other members of the multidisciplinary team through the ICC. Students report interdisciplinary learning opportunities are an improvement on the current inter-professional education. Students say there are practice placement opportunities in neonatal, gynaecology and other relevant non-midwifery areas for developing inter professional learning and working. Students say these help them to meet proficiencies related to interdisciplinary and multi-agency team working.

3.4 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

R3.4 is met. Programme documentation identifies learning opportunities which enable students to meet proficiencies related to continuity of midwifery carer models. Continuity of midwifery care is facilitated in practice through students having a personal caseload of women to care for across the programme. Students identify three women, in each part of the programme to provide holistic care throughout the continuum of pregnancy and childbirth. Students include women in their caseload from different cultural and ethnic groups, varying social complexities and those women with pregnancies having complex care needs. Students are encouraged to meet with women, babies and families they have cared for in previously acknowledging the importance of the first 1000 days of infant life.

The MORA records and assesses student experience in relation to continuity of midwifery carer, promoting this model of care for students and building lasting relationships with women and their families.

PLPs tell us there are continuity of midwifery carer teams in the practice-learning environment. Students are allocated to these teams to gain wider experience of the continuity model. Students tell us they enjoy their continuity of midwifery care experience and reflect on the value this model is to women's experience of childbirth. Service users at the approval visit say they welcome being cared for in this holistic model of care.

3.5 Provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services

Met

R3.5 is met. There's documentary evidence students are provided with learning opportunities to experience midwifery care across a range of settings and midwifery led services to a diverse population.

Students identify women within their caseload practice from different demographic groups to understand different cultural needs. Communication, choice, consent and unconscious bias are assessed through the MORA.

Service users tell us they participate in developing scenarios and participate in ICC modules. There's limited service user representation from diverse ethnic and minority groups. (Recommendation two)

3.6 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

Met

R3.6 is met. Documentary evidence in module descriptors demonstrates complexities and additional care needs for women and their infants are taught across the programme. Programme content includes the full scope of midwifery practice including perinatal mental health wellbeing, public health measures such as recognition and care of women with female genital mutilation. The programme introduces enhanced examination of the newborn, with newborn and infant physical examination (NIPE) requirements. The ICC has opportunities to study social aspects of care with other inter-professional health care students.

The theory practice flow allows students to develop sufficient knowledge and skills for all levels of the programme prior to entering practice placement. PLPs tell us students are prepared for practice placements including those areas caring for women with complex needs. Students confirm they access a range of placements including high risk areas, neonatal units and gynaecological care areas. PLPs and students say they welcome the introduction of NIPE knowledge and skills into the programme.

Practice placement allocation within the plan provided reflects theoretical learning undertaken. Students confirm the teaching and learning strategy supports their knowledge and development. They enjoy practising skills in the clinical simulation facilities and like the theory elements of the programme being completed prior to blocks of practice placement. Students confirm they're assessed in managing complexities such as obstetric emergencies in an OSCE at the end of the second and final parts of the programme.

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

Met

R3.7 is met. There's policy and process for assessing students' individual needs and university services to support students for reasonable adjustments and personal circumstances. We are assured the AEI offers support through the academic advisor system for students' physical, emotional and learning needs. The student handbook outlines reasonable adjustments processes and where students can access further support such as the student support advisers.

Students confirm they're supported in theory and practice. They describe this as helpful and supportive. Students say they enjoy being a student at SHU and feel the academic advisor role is particularly effective. Academic and student welfare services are available at the university and are signposted within student facing documentation. The university welfare team provide a range of specialist services including disability services, dyslexia support and mental health support. Students confirm they are able to access these services easily and they are helpful.

The MORA allows for students to self-declare any reasonable adjustments or developmental needs for practice learning. PLPs tell us they support students with reasonable adjustments and students can work a variety of different shift patterns. This can take into account personal circumstances. Students tell us they're allocated to one PLP and remain at this PLP for the duration of the programme.

Evidence provides assurance that the following requirements are met:

3.8 Ensure students experience the range of hours expected of practising midwives, and

Yes

3.9 Ensure students are supernumerary

Yes

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 5 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4: Supervision and assessment

AEIs together with practice learning partners must:

4.1 Ensure that support, supervision, learning opportunities and assessment that complies with the NMC Standards framework for nursing and midwifery education

4.2 Ensure that support, supervision, learning opportunities and assessment that complies with the NMC Standards for student supervision and assessment

4.3 Ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes

4.4 Provide students with feedback throughout the programme to support their development

4.5 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

4.6 Assess students to confirm proficiency in preparation for professional practice as a midwife

4.7 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

4.8 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

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.

4.1 Ensure that support, supervision, learning opportunities and assessment that complies with the NMC Standards framework for nursing and midwifery education

Met

R4.1 is met. Documentary evidence and the approval process demonstrate the SFNME are met. The programme team are all NMC registered midwives and their role is supported by SHU strategies for staff development. There's evidence of external examiner involvement in the programme.

Student facing documentation identifies student responsibilities in relation to The Code and fitness to practice procedures. Processes are in place for fitness to practice and fitness to study with flow charts in student facing documentation. PLPs tell us they develop action plans to support individual student achievement in practice. Link tutors are visible in practice and provide ongoing support. The student handbook identifies how students can escalate concerns in practice and theory. Students tell us they can raise and escalate concerns of any poor practice seen in practice and these concerns are acted upon.

4.2 Ensure that support, supervision, learning opportunities and assessment that complies with the NMC Standards for student supervision and assessment

Met

R4.2 is met. Documentary evidence and the approval process demonstrate there's appropriate student support, supervision, learning opportunities and assessment which complies with the SSSA.

PLPs support the SSSA which is already in place for other NMC approved programmes. PLPs assure us practice supervisors and practice assessors are prepared through ongoing education updates and online support since September 2019. The programme team confirm they're providing workshops and information events to prepare future practice supervisors, practice assessors and academic assessors.

PLPs are responsible for identifying and preparing practice supervisors and

practice assessors from the existing registered midwife and healthcare professional workforce. There's evidence a practice assessor is allocated for each part of the programme and meets with their student for three formative meetings prior to a summative assessment. Student assessments are recorded in the MORA. The practice assessor grades practice using the criteria provided within the MORA. Practice assessors tell us they're familiar with this form of practice assessment.

Practice assessors assure us they are prepared and ready for their roles regarding the SSSA. Both practice supervisors and practice assessors recognise the benefit of a diverse range of health care registered professionals who can be practice supervisors and how this will support students.

The programme team confirm academic assessors are provided with ongoing training for their role and documentary evidence identifies each year group has a different named academic assessor. The academic assessor works in partnership with practice assessors on decisions about student progression and record this in the MORA at the completion of each part of the programme.

4.3 Ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes

Not Met

R4.3 is not met. Mapping documentation within the programme shows the NMC (2019) Standards of proficiency for midwives are identified in the ICC modules.

There's evidence of mapping of the programme learning outcomes to the Standards of proficiency for midwives within the BSc (Hons) midwifery submission document. Module descriptors do not provide linking to the proficiencies or reflect the mapping provided. (Condition one)

The MORA identifies all Standards of proficiency for midwives and there's a context document for how outcomes are divided into each academic year. The new programme curriculum meets the minimum requirements for practice hours but has one week less practice than the previous pre-registration three year midwifery programme. (Recommendation one)

4.4 Provide students with feedback throughout the programme to support their development

Met

R4.4 is met. There's evidence in programme documentation of processes for formative and summative feedback both in theory and practice. Each module has

a formative assessment element. Students report effective feedback mechanisms. Students tell us they receive timely feedback on all assignments through an online portal. Students confirm feedback identifies how they can improve on future assignments. Students tell us they receive support from and meet with academic advisors four times a year to discuss their development and progression.

Formative and summative feedback in practice placement is documented in the MORA. The MORA provides opportunities for regular ongoing feedback by practice supervisors. Practice supervisors ask service users or their families to complete feedback on the care they receive by students in the MORA. Service users tell us they welcome the opportunity to provide feedback. There's opportunities for students to reflect and self-assess to provide further evidence of their achievements in readiness for summative assessment with the practice assessor.

Evidence provides assurance that the following requirements are met:

4.5 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

4.6 Assess students to confirm proficiency in preparation for professional practice as a midwife

Yes

4.7 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

4.8 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

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

No

Module descriptors do not provide linking to the proficiencies or reflect the mapping provided.

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

Yes

Outcome

Is the standard met?

Not Met

Module descriptors do not provide linking to the proficiencies or reflect the mapping provided.

Condition one: The AEI must provide detailed module descriptor content for the Standards of proficiency for midwives (NMC, 2019). (SFNME R2.2; SPRMP R2.3, R4.3)

Date: 5 May 2020

Post Event Review

Identify how the condition is met:

Condition one:

The programme team has provided revised detailed module descriptor content which links directly to the Standards of proficiency (NMC 2019). Mapping demonstrates development of proficiencies throughout the programme for all academic levels.

Evidence:

BSc (Hons) midwifery submission document with module descriptors, 31 May 2020

Condition one is met.

Date condition(s) met: 5 June 2020

Revised outcome after condition(s) met:

Met

Condition one is met.

Standard 5: Qualification to be awarded

AEIs together with practice learning partners must:

5.1 Ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level

5.2 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. 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.

Evidence provides assurance that the following requirements are met:

5.1 Ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level

Yes

5.2 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. 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

Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met

Yes

Outcome

Is the standard met?

Met

Date: 5 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source 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	Yes
Programme specification(s)	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration midwifery programmes (NMC, 2019)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the LME	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	Yes
List additional documentation:	
Post visit evidence: BSc (Hons) midwifery submission document with module descriptors, 31 May 2020	
If you stated no above, please provide the reason and mitigation	

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study:	
BSc midwifery programme: Year one x one student Year two x two students Year three x three students	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning Virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
Visit to facilities not required for this visit.	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List	
If you stated no above, please provide the reason and mitigation	
Not required for this visit.	
Additional comments:	
This visit is made remotely under the Covid-19 restrictions.	

Mott MacDonald Group Disclaimer

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

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

Issue record

Final Report

Author	Fran Galloway Penelope Goacher	Date	29 April 2020
Checked by	Monica Murphy	Date	5 June 2020
Submitted by	Lucy Percival	Date	15 June 2020
Approved by	Leeann Greer	Date	16 June 2020