

Programme approval visit report

Section one

Programme provider name:	King's College London
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	King's College Hospital NHS Foundation Trust Chelsea and Westminster NHS Foundation Trust Guy's and St Thomas' NHS Foundation Trust University College London Hospital NHS Foundation Trust Imperial College Healthcare NHS Trust Lewisham and Greenwich NHS Trust Private, voluntary and independent health care providers
Programme(s) reviewed:	
<p>Programme: Pre-registration Midwifery Title of programme: BSc Midwifery with Registration as a Midwife Programme start date: 21 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p>	
Date of approval	11 March 2020
QA visitor(s):	Registrant Visitor: Nicola Clark Lay Visitor: Mary Rooke

Section two

Summary of review and findings

King's College London (Kings), Florence Nightingale faculty of nursing, midwifery and palliative care (the faculty) is an established and experienced approved education institution (AEI). The AEI submitted for approval a full-time undergraduate pre-registration programme entitled BSc (Hons) midwifery, with registration as a midwife. The faculty also delivers approved programmes in dentistry, medicine, nursing and psychiatry.

The BSc (Hons) programme in midwifery is a level six, three-year programme with a proposed intake once every September. There are named exit awards for students who fail to complete the programme or fail to meet the Standards of proficiency for registered midwives (NMC, 2019). These exit awards don't confer eligibility to register as a midwife with the NMC.

The programme has adopted the midwifery ongoing record of achievement (MORA) for the assessment of practice throughout the programme. The MORA document is the product of a collaborative development based on the established pan-London model. This utilised regional stakeholder engagement including all lead midwives for education (LMEs) in England and Northern Ireland and is supported by Health Education England (HEE). This is the first approval visit in England and Northern Ireland at which the MORA has been reviewed.

There's evidence of effective partnership between the AEI, students, practitioners, service users and carers at both an operational and strategic level. Senior managers from practice learning partners (PLPs) have signed learning agreements to support practice learning opportunities and the new Standards of student supervision and assessment (SSSA) (NMC, 2018). There is also evidence of collaboration between all stakeholders in the development of the midwifery programme. Students, PLPs and service user participation in curriculum design and development as members of the curriculum cabinet and through stakeholder events and consultation meetings is evidenced. A service user and carer (SUC) strategy includes mapping the contribution of SUCs to the teaching and learning process for nursing and midwifery students. Service users, academic and practice staff and senior students participate in the interviewing and selection of applicants for NMC programmes. The faculty and their PLPs tell us that any issues which arise from Care Quality Commission (CQC) quality reviews are monitored through a systematic partnership process and any risks to students' practice learning are collaboratively managed. Evidence from educational audits is also used to determine suitability of practice learning environments. The programme team and PLPs tell us of robust communication with other AEIs in the region to share information on CQC reporting and audit outcomes.

Domains one to five of the Standards of proficiency for midwives (NMC, 2019) are

clearly mapped within the programme documentation. The skills detailed in domain six are clearly visible and evidenced within the MORA, demonstrating what must be met at the point of registration as a midwife.

We received confirmation that recognition of prior learning (RPL) is not available for the pre-registration midwifery programme.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the SSSA (NMC, 2018) aren't met at programme level as conditions apply.

The programme is recommended for approval subject to four NMC conditions and one university condition. The visitors also made one recommendation for the programme team to consider.

Updated 17 April 2020:

Evidence is provided to meet the NMC conditions. The conditions and related standards are now met. Evidence is also provided that meets the university condition.

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>Condition five: Provide a final version of the programme's curriculum document in response to suggestions made by the external subject specialist. (University condition)</p> <p>Practice learning:</p> <p>Condition one: Provide a final version of the programme's curriculum document which demonstrates an equal balance of 50 percent theory and 50 percent practice learning. (Standards for pre-</p>

	<p>registration midwifery programmes (SPMWP) R2.8)</p> <p>Condition two: Provide a contextual document to demonstrate how the MORA will be implemented for the programme to include confirmation of the programme requirements for proficiencies students have to complete for each part of the programme; how student progress through the programme will be managed using the MORA, including any flexibility on hours/proficiencies permitted by the programme (if applicable); and whether the MORA will be graded or ungraded. (SFNME R5.11; SPMWP R4.3, R4.6)</p> <p>Assessment, fitness for practice and award:</p> <p>Condition three: Revise the wording within the MORA to accurately reflect the roles of the practice assessor and the practice supervisor. (SSSA R4.1, R7.1; SPMWP R4.2)</p> <p>Education governance: management and quality assurance:</p> <p>Condition four: Provide evidence of the regular and systematic process for student placement evaluations, including dissemination to practice partners and any actions taken as appropriate. (SFNME R4.9; SPMWP R4.1)</p>
<p>Date condition(s) to be met:</p>	<p>17 April 2020</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The programme team are recommended to add a statement to the programme specification to provide clarity for students that the programme does not offer compensation. (SFNME R5.16; SPMWP R4.1)</p>
<p>Focused areas for future monitoring:</p>	<p>None identified</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The AEI has clearly evidenced through revised programme documentation how the NMC conditions have all been met. The university has confirmed the university conditions have been met.

The documentation is clear with an updated version of the curriculum document. The learning and teaching hours have been amended to better reflect the 50 percent theory and 50 percent practice hours of 2300 hours for theory and 2300 hours for practice. Condition one is now met.

The AEI has provided a comprehensive narrative of the process which evidences regular and systematic collection and dissemination of student practice learning experience evaluations and how actions are taken as appropriate. Condition two is now met.

A revised version of the MORA is provided with the changes clearly highlighted which now accurately reflect the roles of the practice assessors and practice supervisor. Condition three is now met.

A context document has been provided by the AEI which demonstrates how the MORA is to be implemented for this programme. Condition four is now met.

Assurance is provided that the SFNME and SSSA are now met.

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	17 April 2020

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)

QA Framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook (September 2018 updated July 2019)

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 analysis and meetings with stakeholders at the approval visit demonstrates effective partnership working between the AEI and all stakeholders. Students, SUCs and PLPs tell us of their contribution to the development of the programme as members of the curriculum cabinet and through curriculum stakeholder events. Stakeholder event minutes evidence that feedback from past student evaluations and internal and external assessor evaluations of the current programme informs the new curriculum design process. The MORA evidences the involvement of service users, carers and students in the feedback, supervision and assessment processes.

The faculty hosts a service user/carer forum and has developed a SUC strategy including mapping the contribution to date of SUCs to programme planning, delivery and student assessment for nursing and midwifery programmes. This mapping has allowed the identification of areas for development of the SUC contribution to the programme. SUCs we met tell us that they are valued and

appreciated by the programme team and faculty and feel fully involved in co-production and ongoing management of programmes and teaching sessions. They tell us that they are looking forward to further involvement in areas such as student assessment through objective structured clinical assessments (OSCEs). They also tell us that they are well briefed, supported and debriefed by the programme team, receiving positive responses to all queries and feedback on the impact of their contribution.

Student recruitment, selection and admissions processes are robust. Recruitment activities include a strategic approach to recruit more men into midwifery. Interviewing and selection processes include PLPs, academic staff, and final year students and SUCs. SUCs tell us their involvement gives them the opportunity to ensure the right people are selected. All staff, including students and SUCs undertake training in equality and diversity through an online programme. Evidence of this is accessed by the admissions tutor when arranging interview panels.

A strong commitment to inter-professional learning (IPL) is evident in the programme documentation. There's a dedicated centre for team-based practice and learning with an academic lead at the AEI. The different faculties at the AEI that offer health based professional programmes including medicine, midwifery, nursing, pharmacy and physiotherapy are jointly engaged in evaluating, developing and expanding IPL opportunities. Opportunities for IPL for students within the practice learning environment is evidenced within the MORA documentation.

In practice learning environments, students will receive feedback from their practice supervisors and practice assessors at specific stages as identified within the MORA. The roles of the personal supervisor for pastoral care, and academic assessor for progression from one part of the programme to the next are kept separate. The students are notified of their academic assessor at the start of each academic year, and is kept visible by means of a label in front of their practice assessment document. The assessment and feedback process takes into account the student's individual learning needs including reasonable adjustments and support needs.

A regional model for the implementation of SSSA is currently being implemented by the pan-London practice group which includes members of the Kings midwifery department and their PLPs. The AEI and their PLPs collaborate through the Kings health partners group, who have provided a free course on the SSSA through their online learning hub.

A process to raise and escalate any concerns is in place for students and practice supervisors and practice assessors in practice learning environments. In addition, the programme team and PLPs described the collaborative reporting and management processes they would use to investigate serious untoward incidents, including support for students who have to give statements. Both PLPs and

students confirm their understanding of the processes to use if difficulties are encountered and tell us they feel confident that their particular circumstances would be taken into account.

Students tell us they are represented at forums such as the nightingale student council, midwifery programme management group, practice learning partnerships committee, faculty education committee and the staff student liaison committee. Students tell us they feel empowered and they gave us examples of how their feedback had been listened to and acted upon. Students tell us that the programme team will be exploring opportunities for them to undertake some of the skills and outcomes in the new programme either before or immediately post-qualification. Students we met confirm that they also have an opportunity to formally evaluate their experiences in practice and theory.

A practice learning partnerships committee exists to ensure developments in theory are related to practice education and student learning in practice. This committee address issues such as capacity in practice learning settings, and share lessons learnt and relevant intelligence. Practice learning environments are audited using a multi-professional educational audit tool. Processes are in place to ensure practice learning environments comply with their individual organisation's governance procedures as well as complying with the pan-London audit process which has been updated to reflect the SSSA. Auditing of practice learning environments occurs every two years and is completed in collaboration between the AEI and PLPs. There's a dedicated practice learning unit with a head of practice learning and a placements team. Allocations to practice learning environments are via a placement management system to ensure a rounded student experience. PLPs tell us they are able to provide sufficient quality practice learning opportunities for students and to provide support and supervision in practice in line with NMC standards. Students we met tell us that they do receive practice learning opportunities which enable them to experience the full range of maternity care as well as specialist learning experiences.

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:

N/A

Revised outcome after condition(s) met:

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. Candidates for the programme who don't have general certificate of secondary education (GCSE) English and maths at grade C or above have to pass Kings literacy and maths tests as part of interview process.

Numeracy is embedded throughout the midwifery programme in both theory and practice, in addition to literacy, digital and technological literacy being clearly mapped against proficiency standards and learning outcomes. Numeracy is embedded within modules, increasing in complexity across the three years, and is formatively and summatively tested each year. There's also an online programme 'assessment and education' based on professionally tailored numeracy.

Various digital and technological resources are available to Kings students including a virtual learning environment (VLE), Kings e-learning and teaching service (KEATS), an informatics and technology enhanced learning hub and digital learning studios for digital and technological teaching. Academic skills sessions are also available through Kings learning and study skills service (KLaSS). Simulation and interactive learning facilities are available at the Waterloo campus and clinical skills facilities at the Denmark Hill site.

Students tell us of formative assessment sessions and a buddy scheme which they can access for support.

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

There is no shortened programme at this institution.

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.

The programme team and current students we met confirm that no student cohorts from the current programme are transferring to 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.

A major modification of the current pre-registration programme was undertaken in 2019 to transfer midwifery students to the SSSA.

Documentary evidence states that all students transferred to the SSSA in September 2019 and that all practice assessment documents have been updated to reflect the new standards. There's a dedicated practice learning handbook which identifies and defines the new roles to support students in practice, including how they will operate. The roles and responsibilities are also detailed throughout the MORA.

Current students tell us how they were consulted about these changes and their agreement sought. They understand the new practice assessment documentation and told us their former sign-off mentors have been prepared for the new roles.

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: 11 March 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

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.

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 a faculty SUC involvement strategy which maps how SUCs are involved in pre-registration programmes. This strategy is being updated annually for the next three years with the implementation of the newly approved programmes in nursing and midwifery. This aims to review and implement service user involvement in admissions and within the curricula.

Documentation states the new curriculum was developed with the active

participation of SUCs, which was confirmed by the service users we met at the approval visit. The programme team also confirmed that they engaged with various advocacy groups, including the midwifery voice partnerships for feedback on the proposed curriculum.

The service users we met confirm their opinions were considered and their involvement in interviews, programme teaching and student feedback regularly took place.

A SUC audit evidences involvement in the co-design of teaching materials, delivery of sessions and participation in assessment. A service user was involved in developing the MORA.

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 delivered in English.

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 programme documentation and the MORA evidence that theory and practice are designed within the programme. Practice learning experiences are allocated to students using their term time postcodes and access to transport links. The allocations are identified on an annual basis to provide a 'rounded' experience. The range of practice learning experiences cover antenatal, postnatal, labour ward and community settings. There are also opportunities for specialist practice learning experiences such as home birth teams and neonatal units.

There are written agreements and commitment statements detailing the intention of Kings and their PLPs to work in partnership. This is to ensure that there are sufficient appropriately qualified practice supervisors, practice assessors and academic assessors available to provide support and practice based assessments. These assessments are of skills and competence for all students in all settings. This is confirmed by the programme team and PLPs at the approval visit.

Students tell us their theoretical and practice learning experiences are varied and provide them with opportunities to achieve their programme outcomes.

Students and PLPs that we met confirm that link lecturers are available on site and by email for support should there be an issue. Kings also provides all students with a personal tutor to provide pastoral support on an ongoing basis with an individual member of the midwifery teaching team. This was confirmed by the programme team and students at the approval event.

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. Documentary analysis and discussion at the approval visit evidence technology enhanced and simulated learning opportunities are used effectively and proportionately in the proposed programme to support learning and assessment.

The documentation evidences a variety of learning and teaching strategies, with examples of technological and digital resources enhancing learning throughout the programme. There's a dedicated simulation site on the VLE KEATS learning platform.

There's also evidence that both high and low fidelity simulated learning is an integral part of the programme. This simulated learning is embedded in the learning in practice modules each year, including 'skills and drills' in the first year of the programme.

Simulation is also used if proficiency is not achieved for vaginal breech and perineal suturing as these clinical circumstances occur infrequently.

Various IPL simulated experiences are available through the centre for team based practice and learning including a year three high-fidelity scenario about 'the deteriorating patient', which includes the human factors element.

Students tell us of their exposure to these sessions describing them as 'really useful'.

Simulation hours are recorded as theory hours.

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

Not Met

R2.8 is not met. The programme documentation demonstrates a blended teaching and learning strategy of lectures, small group seminars, problem-based learning, simulation, peer teaching and self-directed learning.

Whilst the curriculum and programme plan states that there's an equal balance of theory and practice learning with 50 percent spent in academic settings and 50 percent in practice learning environments the modular documentation appear to suggest more hours in theoretical notional hours of learning than practice learning.

The programme team is therefore required to provide a final version of the programme curriculum document which demonstrates an equal balance of 50 percent theory and 50 percent practice learning. (Condition one)

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

N/A. Only a three-year programme is being provided.

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

N/A. Only a three-year programme is being provided.

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

Yes

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

SPMWP R2.8 is not met. The curriculum document states that there's an equal balance of theory and practice with 50 percent spent in academic settings and 50 percent in practice. However, the module specifications suggest there are more theoretical notional hours than practice learning hours.

Condition one: Provide a final version of the programme's curriculum document which demonstrates an equal balance of 50 percent theory and 50 percent practice learning. (SPMWP R2.8)

Date: 11 March 2020

Post Event Review

Identify how the condition is met:

Condition one: The AEI has provided an updated version of the curriculum document. The learning and teaching hours have been amended to better reflect the 50 percent theory and 50 percent practice hours of 2300 hours for theory and 2300 hours for practice. Condition one is now met. SPMWP R2.8 is now met.

Evidence:

Revised Kings' curriculum document BSc (Hons) midwifery with registration as a midwife, undated

Date condition(s) met: 17 April 2020

Revised outcome after condition(s) met:

Met

Condition one is now met.
SPMWP R2.8 is now 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. Documentary evidence and the approval process confirm sufficient practice learning opportunities are provided in the programme to allow students to develop and meet the Standards of proficiency for midwives.

Placement plans are identified and mapped for students on a yearly basis and are agreed in collaboration with the practice learning facilitators (PLFs) and the pan-London midwifery practice group. The MORA clearly details the skills and proficiencies required in order to meet the programme requirements.

Practice supervisors, practice assessors and academic assessors are already established and working to SSSA. Placement agreements and educational audit documents record and monitor the implementation and effectiveness of this. The faculty also maintains an educational audit database shared with the other AEIs in the region. Allocated practice learning experiences are scheduled across the programme and organised so that students gain a rounded experience in antenatal, postnatal, labour and community settings.

The programme team and PLPs tell us about the ways practice supervisors, practice assessors, academic assessors, link lecturers and clinical education facilitators collaborate to ensure practice learning opportunities allow students to engage with a diverse range of people.

Whilst PLPs feel they may be reaching capacity of the number of students they can support in practice learning environments; they actively collaborate with both the AEI and HEE to manage capacity issues.

The MORA summarises overall student achievement, development and performance. Practice assessors record their decisions on student progress and proficiency in this document. The MORA also includes sections for students to provide reflections on their progress and performance along with a number of action plans which enable them to focus on their further development and ongoing learning needs.

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. The rounded experience documentation details the practice learning experiences planned for students over the course of the programme. Students we met tell us of practice learning experiences which enable them to achieve the required proficiencies, although these may sometimes not be achieved until the latter part of their programme.

The programme team and PLPs confirm there's sufficient numbers of practice learning experiences to support the student to gain experience in meeting the holistic needs of women, newborn, partners and families, which encompasses the full scope of the midwife's role. Continuity of carer is evidenced throughout the programme within the 'learning in practice' modules. Non-midwifery practice learning experiences of gynaecology, operating theatre and neonatal unit are introduced in years two and three in order to meet the EU requirement of experience in these areas.

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. Programme documents evidence that midwifery students participate in inter-professional education (IPE) simulation sessions each year with students in nursing, medical and allied health departments. Students we met confirm their participation in various simulated activities related to interdisciplinary and multi-agency working. IPE sessions which take place in practice learning environments are recorded in the MORA. The MORA also provides templates for students to record and reflect on any IPL undertaken with members of the multidisciplinary team and for students to self-evaluate and reflect on their practice learning experiences.

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. In keeping with national policy guidelines, continuity of midwifery carer is embedded throughout the programme with caseloading opportunities being available in some NHS trusts with specialist services, for example female genital mutilation clinics, travelling families and substance misuse. This is confirmed by students and PLPs we met.

Students placed at different NHS trusts may experience differences in opportunities to achieve proficiencies related to continuity of midwifery carer. However the programme team and students tell us that equity of experience is

achieved through collaborative discussion between AEI and PLPs and the allocation of individual placement journeys.

The modules specifications evidence that introduction to continuity of care occurs in year one, with year two focusing on case loading with women and families who have more complex needs. Year three is mapped to practice learning environments with specialist case loading teams who care for travelling families, migrant families and people with mental ill health.

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. The programme PLPs are London NHS trusts which serve a diverse community with different cultural, ethnic, economic and social demographics. This diverse community provides opportunities for students to experience many specialist services including female genital mutilation, substance misuse and migrant families. The MORA requires students to document these learning opportunities whilst evidencing respect and professional understanding when providing care. The theoretical elements of the programme address the impact of diversity on health outcomes. At the approval visit the students we met gave us examples of specialist experiences they have been able to access as part of their practice learning.

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. The programme curriculum is designed so that it builds upon topics that increase in complexity and reinforces previous learning. It's use of curriculum 'strands' provide students with basic knowledge and skills of midwifery practice in year one which is built upon in subsequent years, identifying increasing complexity in caring for women and newborn infants coupled with clinical decision making and autonomous practice.

The 'rounded experience' document which details students' exposure to a range of practice learning experiences during the programme evidences allocation to a neonatal unit in year three. The case loading model embedded within the programme supports this approach.

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. Practice learning experiences are allocated based on a student's term time address to take account of travelling distances and times. There's a recognised change of placement process available to students should their circumstances change.

The programme documentation shows that there are robust processes in place to take account of students' individual needs with regards to reasonable adjustments. Students are encouraged to disclose any disabilities from commencement of the programme to ensure early support. Kings publishes guidance for staff and students on the principles of inclusive practice and there's also a faculty disability advisor to assist and support students. Students can also access Kings disability support services to obtain a Kings inclusion plan (KIP) and personalised assessment arrangements to support students in all learning environments, including practice. Students can retain a copy of their KIP in the MORA document for discussion with their practice supervisors and practice assessors.

Students and PLPs tell us that they have a clear understanding of the support which is available to them and are confident that their individual circumstances are taken into account in both theory and practice learning environments.

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: 11 March 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

Not Met

R4.1 is not met. Staff curriculum vitae demonstrate that the new programme will be delivered by suitably qualified educators. PLPs and the programme team confirm there are sufficient appropriately prepared practice supervisors, practice assessors and academic assessors to support delivery of the practice learning element of the programme.

There's a clear partnership infrastructure and associated processes that ensure support, supervision, learning opportunities and assessment in theory and practice settings. Continuity of support throughout the programme is provided by the personal tutor allocated to each student. In addition, there's a peer support group and tutorials provided by module leaders.

Clinical teachers, link lecturers and PLFs provide additional support for learning and assessment in practice settings. The practice learning handbook for nursing and midwifery students details these roles. The level of supervision of students in practice learning environments is detailed in the MORA and is based on increased proficiency and confidence. Students, practice supervisors and practice assessors we met confirm the process they would follow to raise and escalate any concerns in practice learning environments. Any cause for concern about a student's conduct or performance including fitness to practise is understood by practice supervisors, practice assessors and students we met. The practice learning handbook signposts students to these processes.

Senior faculty staff and the PLPs we met tell us that any issues which arise from systems quality reviews such as CQC are monitored through a partnership process and any risks to students' practice learning are collaboratively managed. Evidence from educational audits is also used to determine suitability of practice learning environments. The programme team and PLPs confirm there's robust

communication with other AEs that share the same placements to share information on CQC reporting and audit outcomes.

Documentary evidence shows that students will be able to achieve the Standards of proficiency for midwives (NMC, 2019) through access to a variety of practice learning experiences in PLP organisations. There are practice learning experiences in each year of the programme which are designed to facilitate students meeting a diverse range of people in a variety of practice and community settings.

PLP senior managers and PLFs tell us of the arrangements they have implemented in practice learning environments to ensure all practice learning opportunities meet the NMC standards. However, they also tell us that student evaluations of practice learning experiences aren't always received in a timely fashion to enable them to act upon emergent issues. The programme team are required to provide evidence of the regular and systematic process for student practice learning evaluations, including dissemination to PLPs and any actions taken as appropriate. (Condition four)

The programme team are recommended to add a statement to the programme specification to provide clarity for students that the programme does not offer compensation. (Recommendation one)

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

Not Met

R4.2 is not met. The roles of practice supervisors and practice assessors are fully evidenced in the practice learning handbook. The content of the preparation training for practice supervisors, practice assessors and academic assessors is explicit within the SSSA implementation strategy. Sign-off mentors will take on the role of practice supervisor or practice assessor and will map their qualifications and experience to the standards for each role through a self-declaration form. Documentation demonstrates that shared resources and updates are already implemented to support the existing practice assessors and practice supervisors. Preparation sessions for forthcoming assessors and supervisors will be undertaken collaboratively between Kings, surrounding AEs and PLPs. The midwifery pan-London practice group have produced guides to implementing the SSSA for academics, midwives and students. Senior managers from PLP organisations have signed learning agreements to support the SSSA. An e-learning package has been developed to provide annual updating of all practice supervisors and assessors, which senior managers from the PLPs consider will form part of the annual appraisal. PLP managers tell us of their commitment to ensure that staff are released. Practice assessors and practice supervisors we met tell us of the preparation they have undertaken to carry out these new roles and

express confidence in their ability to support the number of students undertaking this programme. The programme team tell us the faculty has a plan for academic assessor allocation to ensure a different academic assessor for each part of the programme.

Students we met are aware of the new SSSA roles and responsibilities. Communication and engagement between the roles are evident in the documentation and there are robust communication processes in place to ensure joint agreement on the competence of students for each part of the programme. The nominated person in each practice setting is captured in the MORA.

The MORA is used to guide and assess the student's practice learning and proficiencies and also captures students' achievement and progression. Within parts of the MORA, as presented, the functions of the practice assessor and practice supervisor are inaccurately represented. The programme team are therefore required to revise the wording within the MORA to accurately reflect the roles of the practice assessor and the practice supervisor. (Condition three)

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. The programme documentation has been clearly mapped to the Standards of proficiency for midwives (NMC, 2019) in both theory and practice and to the programme outcomes. External examiners review the assessment of the programme outcomes for quality purposes. There are optional modules in years one and two of the programme which provide students with flexibility and choice and further opportunities for shared learning within the faculty. These modules aren't included in the mapping and don't count towards the required credits and programme outcomes.

The MORA details and records achievement of the proficiencies in the practice learning environment and progression through each part of the programme. Domains one to five are mapped and the skills detailed in domain six are clearly visible and evidenced within the MORA, demonstrating what must be met at the point of registration as a midwife. The external examiner visits and reports upon students' practice learning as part of their duties.

However, the arrangement of proficiencies in each part of the programme and the monitoring and management of student progression through the programme is unclear. In addition, it isn't clear if there's any flexibility on hours/proficiency permitted. The programme team are required to produce a contextual document to accompany the MORA for this programme which demonstrates the programme requirements for proficiencies students have to complete for each part of the programme; how student progress through the programme will be managed using the MORA, including any flexibility on hours/proficiencies permitted. (Condition

two)

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

Met

R4.4 is met. The documentation cites that student feedback is to align with the principles of the Kings education strategy which views assessment as a key motivator in student learning. The programme document shows that there are processes in place to provide students with feedback throughout the programme in both theory and practice components. Evaluative and constructive information is included for each module and these have both formative and summative components for the purpose of student progression. The academic assessor is identified as being responsible for providing feedback on assessment and progression in practice learning in collaboration with the practice assessor. 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. Additional support is provided by the student's personal tutor who monitors progress and development and also provides pastoral care and support throughout the programme.

SUCs are able to provide formative feedback on a student's performance who has been involved in their care as part of the practice assessment process. This was confirmed by SUCs we met. The student's practice assessor or practice supervisor approaches SUCs to obtain feedback and this is recorded in the MORA.

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

No

R4.6 is not met. The programme documentation including the MORA provide details of the assessment of students to confirm proficiency. However, a graded performance of practice learning is indicated in the practice learning modules, but this isn't clearly indicated in the MORA as presented. In addition, the arrangement of proficiencies in each part of the programme and the monitoring and management of student progression through the programme is unclear. The programme team are required to produce a contextual document to accompany

the MORA for this programme which demonstrates the proficiencies students have to complete for each part of the programme and whether the MORA will be graded or ungraded. (Condition two)

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

PLPs tell us that student evaluations of practice learning experiences aren't always received in a timely fashion to enable them to act upon emergent issues. This doesn't meet SFMNE R4.9 which requires AEs and PLPs to ensure practice supervisors and practice assessors receive feedback from students on the effectiveness of their roles. Evidence is required of the regular and systematic process for student practice learning evaluations, including dissemination to PLPs and any actions taken as appropriate. (Condition four)

The arrangement of proficiencies in each part of the programme and the monitoring and management of student progression through the programme is unclear. It isn't clear if there's any flexibility on hours/proficiency permitted and whether the assessment of practice is graded or ungraded. This doesn't meet SFMNE R5.11 which requires clear mapping of assessments and associated requirements to determine student progression. (Condition two)

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

No

Within parts of the MORA, as presented, the functions of the practice assessor and practice supervisor are inaccurately represented and don't reflect SSSA R4.1, R7.1. The programme team are therefore required to revise the wording within the MORA to accurately reflect the roles of the practice assessor and the practice

supervisor. (Condition three)

Outcome

Is the standard met?

Not Met

SPMWP R4.1 is not met. PLPs tell us that student evaluations of practice learning experiences aren't always received in a timely fashion to enable them to act upon emergent issues.

Condition four: Provide evidence of the regular and systematic process for student placement evaluations, including dissemination to practice partners and any actions taken as appropriate. (SFMNE R4.9; SPMWP R4.1)

SPMWP R4.2 is not met. Within parts of the MORA, as presented, the functions of the practice assessor and practice supervisor are inaccurately represented.

Condition three: Revise the wording within the MORA to accurately reflect the roles of the practice assessor and the practice supervisor. (SSSA R4.1, R7.1; SPMWP R4.2)

SPMWP R4.3 is not met. The arrangement of proficiencies in each part of the programme and the monitoring and management of student progression through the programme is unclear. It isn't clear if there's any flexibility on hours/proficiency permitted.

SPMWP R4.6 is not met. It isn't clear if the assessment of practice is graded or ungraded.

Condition two: Provide a contextual document to demonstrate how the MORA will be implemented for the programme to include confirmation of the programme requirements for proficiencies students have to complete for each part of the programme; how student progress through the programme will be managed using the MORA, including any flexibility on hours/proficiencies permitted by the programme (if applicable); and whether the MORA will be graded or ungraded. (SFMNE R5.11; SPMWP R4.3, R4.6)

Date: 11 March 2020

Post Event Review

Identify how the condition is met:

Condition two: The AEI has provided a comprehensive narrative of the process which evidences regular and systematic collection and dissemination of student practice learning experience evaluations and how actions are taken as appropriate. Condition two is now met. SFNME R5.11, SPMWP R4.3 and R4.6 are now met.

Evidence:

Revised Kings' curriculum document BSc (Hons) midwifery with registration as a midwife, undated

Practice learning partnership committee; terms of reference, 2019/2020

Condition three: A revised version of the MORA is provided with the changes clearly highlighted which now accurately reflect the roles of the practice assessors and practice supervisor. Condition three is now met. SSSA R4.1, R7.1 and SPMWP R4.2 are now met.

Evidence:

Revised MORA document, undated

Condition four: A context document has been provided by the AEI which demonstrates how the MORA is to be implemented for this programme. Condition four is now met. SFMNE R4.9 and SPMWP R4.1 are now met.

Evidence:

Kings' MORA context document, undated

Date condition(s) met: 17 April 2020

Revised outcome after condition(s) met:

Met

Conditions two, three and four are now met.

SPMWP R4.1- R4.3 and R4.6 are now met.

Assurance is provided SFMNE R4.9, R5.11 and SSSA R4.1 and R7.1 are now 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: 11 March 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: CQC report Lewisham and Greenwich NHS Trust, 11 January 2019 CQC report South London and Maudsley NHS Trust, 30 July 2019 Revised Kings' curriculum document BSc (Hons) midwifery with registration as a midwife, undated Practice learning partnership committee; terms of reference, 2019/2020	

Revised MORA document, undated Kings' MORA context document, undated
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: three x year one BSc midwifery two x year two BSc midwifery four x year three BSc midwifery	
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:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List CQC report Lewisham and Greenwich NHS Trust, 11 January 2019 CQC report South London and Maudsley NHS Trust, 30 July 2019	
If you stated no above, please provide the reason and mitigation	
Pre-registration midwifery is well established at Kings. There was no requirement to view facilities or practice learning environments for this approval.	
Additional comments:	

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

Issue record

Final Report

Author	Nicola Clark Mary Rooke	Date	16 March 2020
Checked by	Bernadette Wallis	Date	28 April 2020
Submitted by	Amy Young	Date	7 May 2020
Approved by	Leeann Greer	Date	11 May 2020