Programme approval visit report

Section one

Programme provider name:	University of Worcester
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Worcestershire Acute Hospitals NHS Trust Dudley Group NHS Foundation Trust Gloucestershire Hospitals NHS Trust Wye Valley NHS Trust
Programme(s) reviewed: Programme: Pre-registration Midwifery Title of programme: Midwifery Programme start date: 7 September 2020 Academic level(s): England, Wales, Northern Ireland: Level 6	
Date of approval	8 April 2020
QA visitor(s):	Registrant Visitor: Angela Poat Lay Visitor: Doug Carr

Summary of review and findings
The University of Worcester (UW) is an established and experienced NMC approved education institution (AEI). They have submitted for approval a full-time undergraduate pre-registration BSc (Hons) midwifery programme with a professional registration as a midwife. Programme approval is via remote means because of Covid-19 restrictions. The BSc (Hons) programme in midwifery is a level six three-year programme with two proposed intakes a year, September and February.

The Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and Future midwife: Standards of proficiency for registered midwives (SPRM) (NMC, 2019) are detailed and mapped within the BSc (Hons) midwifery award. The programme plans to adopt the pan England and Northern Ireland (NI) midwifery ongoing record of achievement (MORA) for practice assessment throughout the programme. The MORA is an integral part of the assessment of practice in the pre-registration midwifery programme.

Documentary evidence and discussion at the approval visit confirm effective partnership working between the AEI and practice learning partners (PLPs) at service and strategic levels. There are signed agreements from senior managers from the PLPs confirming they will support both practice placements for students and the new Standards for student supervision and practice assessment (SSSA).

The proposed pre-registration midwifery programme has initiatives to strength its inter-professional learning (IPL) and clinical skills facilities which are designed to facilitate student learning and interprofessional working for further development of knowledge and skills. There is documentary evidence the AEI is in collaboration with PLPs to address concerns raised by external regulators including care quality commission reports.

The Standards framework for nursing and midwifery education (SFNME) is not met at programme level. The SSSA are met at programme level.

The programme is recommended for approval to the NMC subject to one NMC condition and four university conditions. Visitors made three recommendations.

Update 2 June 2020:

Evidence was provided that the changes required to meet the one NMC and four University conditions have been met. The four conditions are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** None identified **Practice learning:** Condition one: Provide confirmation the England and NI MORA is recommended for approval by the NMC. (SFNME R2.1; SPMP R2.1) Condition two: Ensure that grading of practice is aligned with the revised university grading descriptors (once they are approved) and is communicated effectively to practice supervisors and practice assessors and included in all programme documentation. (University condition) **Assessment, fitness for practice and award:** Condition three: Provide a strategic statement on how service users and carers (SUCs) can be involved in student assessment. (University condition) **Education governance: management and quality assurance:** Condition four: Provide a summary response to the NMC conditions and recommendations for the academic standards and quality enhancement committee (ASQEC). (University condition) Condition five: Articulate, as part of the programme standardisation and moderation process statement, the arrangements for moderation of practice grades. (University condition)

Date condition(s) to be met:	21 May 2020
Recommendations to enhance the programme delivery:	Recommendation one: Consider reviewing the allocation of theory and practice hours within module specifications to ensure accuracy and transparency. (SFNME R2.2, R3.2; SPMP R2.8) Recommendation two: Enhance the timely communication of practice placement attendance between PLPs and students to improve their preparation for placement. (SFNME R3.15; SPMP R2.6, R3.7) Recommendation three: Consider enhancing information to students about the parity of student experience between February and September cohorts. (SFNME R3.2; SPMP R2.6)
Focused areas for future monitoring:	Monitor implementation of the proposed IPL strategy. Monitor ways in which SUCs are involved in student assessment.

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Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The university provided revised documentation to evidence that the changes required to meet the one NMC condition have been made.

A document confirming the Pan England and NI MORA has been approved by the NMC, together with the modified MORA and a university document outlining how the MORA will be contextualised at the AEI, have been presented and provide evidence that condition one is now met.

The programme team also have confirmed that the university conditions (actions) have been recommended for approval.

Therefore, the one NMC and four university conditions are now met.

The SFNME is now met.
The SPMP 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:	2 June 2020

Section three

NMC Programme standards

Please refer to NMC standards reference points

Standards for pre-registration midwifery programmes (NMC, 2019)

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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

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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
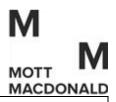R2.4 Comply with NMC Standards for student supervision and assessment
R2.5 Adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and 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

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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.

We find effective partnership working between the programme team and all key stakeholders. Programme documentation and discussion at the approval visit confirms students, PLPs and SUCs contribute to the development of the programme through various curriculum stakeholder events. Documentary evidence indicates there's a structured and collaborative approach between the AEI and PLPs to preparing practice supervisors and practice assessors.

Service users tell us they are involved in recruitment and selection of applicants for which they receive training. Practice staff are involved in recruitment and selection. There's documentary evidence that equality and diversity training is undertaken by academic staff and PLPs attend training in the principles of selection, equality and diversity through the university or their own organisation.

The university has an active and well supported SUC group known as Impact. Members of the group are engaged throughout the development of the new pre-registration midwifery programme. They state they feel valued and respected as experts by experience. SUC confirm their involvement in teaching, however, they do not feel they are actively involved in assessment of theory. The MORA evidences involvement of service users in feedback of students' performance in practice.

Documentary analysis provides evidence of strategies to provide students with personal, academic and practice learning support across learning environments. Students who will transfer to the new programme are very positive about this opportunity. Listening to the student voice is considered important for the continued improvement of programmes and is primarily achieved through the student representation process. Student representation also occurs within school and student union structures.

Students, practice learning staff and SUC tell us they're involved in the development and delivery of programmes. The approach to SUC involvement with programmes is supported through the university's Impact scheme. SUC tell us they're involved in recruitment and selection of students, in curriculum development and take an active part in teaching and practice assessment.

The programme team tell us approaches to IPL will be largely unchanged. The programme handbook provides key information on multi-professional scenario and simulation-based learning exercises.

There's a policy and process in place which focuses on professional suitability and fitness to practice (FTP) with students provided with guidance and their responsibilities. FTP Policy is supplemented with additional guidance for others involved in the FTP process such as practice panel members and students themselves.

Documentary evidence confirms student are made aware of policy and process on what to do for raising concerns about care. University procedures are complemented by Trust based procedures in the freedom to speak out policy. PLPs and the programme team respond to address concerns in a timely way.

Students provide feedback on each practice placement. Students are able to rate placements using traffic light red, amber, green (RAG) rating mechanisms as part of the university's approach to monitoring programmes effectively. PLPs tell us feedback and RAG rating is reviewed by the programme leader and sent on to the placement contact in the Trust who is responsible for responding.

The SSSA were implemented by the UW in 2019.

We find examples of partnership working with other AEIs through practice placement sharing and the development of the MORA. The university is a member of the midwifery practice assessment collaboration (MPAC). This group has developed the pan England and NI MORA which will be used in the programme. Students and practice learning staff tell us they're consulted and support this development. They describe a proactive approach to preparing practice assessors and practice supervisors for their roles and in using this document.

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: <u>Standards framework for nursing and midwifery education and,</u> *Met*
Gateway 2: <u>Standards for student supervision and assessment</u> *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 <u>Standards for student supervision and assessment (NMC, 2018)</u>

Demonstrate a robust process to transfer current students onto the <u>Standards for student supervision and assessment (NMC, 2018)</u>.

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 <u>the Code</u>

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

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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. There's documentary evidence candidates are required to have general certificate of secondary education (GCSE) for English and maths at grade C or equivalent for entry to the programme. This is not tested again at interview however numeracy is assessed yearly and incrementally to demonstrate 100 percent numeracy by the end of programme. There's documentary evidence of literacy and digital and technological literacy to meet programme outcomes through mapping modules against the Standards of proficiency and learning outcomes. Students are initially assessed based on completion of their universities and colleges admission service (UCAS) online application and personal statement. Various digital technological resources are available to students including a virtual learning environment (VLE), virtual inter-disciplinary tasks, study skills workshops and work-based learning support. Literacy is assessed through written essay assignments throughout the programme. Academic skills support is available through the university study skills workshops. Simulation and interactive learning are to be developed with a new midwifery teaching role which will increase the use of high fidelity and skill simulation using technology enhanced learning. In addition, there is planned capital investment in developing skills/simulation-based learning facilities.

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 <u>NMC Guidance of health and character</u>. 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

Not applicable. This is a three-year pre-registration midwifery programme.

Proposed transfer of current students to the programme under review

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

There's documentary evidence and mapping demonstrating how present first year pre-registration midwifery students will be transferred to the new programme. All students are transferred to the SSSA. We are told by students they're consulted and are involved in the development of the new programme. Students entering their third year in the next academic year will remain on the current programme. Students on interrupted studies will be mapped into the new programme on an individual basis by the programme leader.

Student tell us they feel assured that support will be provided throughout the transfer process.

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.

Documentary evidence indicates all students transferred to the SSSA in September 2019. Students confirm this was an informed choice and felt fully prepared for this. There is documentary evidence through student and practice learning handbooks and the MORA that identifies roles to support students in practice. Students and practice learning staff confirm they are fully prepared and understand the SSSA.

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

 Yes

Outcome
Is the standard met? *Met* **Date: *23 April 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 <u>Standards framework for nursing and midwifery education</u>

2.2 Comply with the NMC <u>Standards for student supervision and assessment</u>

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 <u>Standards framework for nursing and midwifery education</u>

No

R2.1 is not met. The MORA document included in this programme approval visit is subject to the outcome of two conditions from a previous approval visit. There is no confirmation conditions set against the MORA are completed. (Condition one)

2.2 Comply with the NMC <u>Standards for student supervision and assessment</u>

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. Students, practice learning staff and SUC are involved in the design, development, delivery and evaluation of programmes. SUC tell us they're involved in a variety of consultation events leading into approval of the programme. A maternity users group operates which the programme team tell us will be changing the existing maternity service user groups and will in future be more fully integrated with the university Impact group to build on existing links between the two groups. A variety of training opportunities are provided by the university for members of the Impact group. SUC tell us they are involved in interviewing, teaching and practice assessments but their availability varies and depends on personal commitments. The programme team tell us they plan to involve SUC more in other elements of the programme such as theory assessment and objective structured clinical examination (OSCEs). SUCs will feedback directly to students during practice placement by making comments in the MORA.

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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. There's documentary evidence demonstrating programme design and delivery supports students and provides relevant and ongoing exposure to midwifery practice. PLPs and the programme team tell us programme outcomes, module content and practice learning will support students and provide ongoing exposure to relevant midwifery practice.

Students are provided with information about their programme through programme handbooks, practice learning documents and module outlines. VLE (Blackboard) is used which provides a range of information and learning resources electronically. Students tell us they're provided with information about their programme and assessment tasks with appropriate learning resources required for them to complete the programme. There are partnership learning agreements indicating the AEI and PLPs will support students in relation to the programme.

Students tell us there's some differences in the way information is provided between cohort groups with some information provided to students prior to undertaking their practice placement experience. (Recommendation three)

Students feel not all information is provided in a timely fashion and that off-duty information in particular is sometimes provided with little time to enable students to prepare effectively. (Recommendation two)

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. There's documentary evidence in the module guide, module specifications and mapping document that a variety of teaching and learning strategies are used which include technology-enhanced and simulated learning opportunities such as clinical skills and OSCEs. These are used effectively and proportionately to support and enhance learning and assess skills. In addition, simulation will include practice scenarios that occur infrequently such as emergencies and where a proficiency is required, for example, breech delivery. Documentary evidence and the programme team tell us they plan to enhance inter-professional and simulation-based learning with the development of enhanced clinical skills facilities. Students tell us their practice experiences and clinical simulation are varied and beneficial to their learning. Documentary evidence indicates SUCs will be involved in assessing students in practice-based OSCEs.

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 is 5062.5 hours in length and provides and equal balance of theory and practice learning. Whilst all theory and practice hours are accounted for in programme documentation one module specification indicates some theory hours are attributed to undertaking practice. (Recommendation one)

Documentary evidence indicates there are several approaches to teaching and learning. These include IPL using clinical scenarios and discussions, problem-based learning in the form of switch classrooms and simulation-based learning in clinical skills. The programme team tell us that a school wide IPL strategy is being developed and this will further strengthen the IPL for 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 for three years only.

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 for three years only.

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

No

The MORA document included in this programme approval visit is subject to the outcome of two conditions from a previous approval visit. There is no confirmation conditions set against the MORA are completed.

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

Yes

Outcome

Is the standard met?

Not Met

The MORA document included in this programme approval visit is subject to the outcome of two conditions from a previous approval visit. There is no confirmation conditions set against the MORA are completed.

Condition one: Provide confirmation the England and NI MORA is recommended for approval by the NMC. (SFNME R2.1; SPMP R2.1)

Date: *23 April 2020*

Post Event Review

Identify how the condition is met:

The AEI provided documentation to evidence that the Pan England and NI MORA has been recommended for NMC approval on 3 May 2020, and how the MORA will be contextualised for the use in the BSc (Hons) midwifery programme to evidence the pre-registration midwifery programme standards (NMC standards, 2019). Condition one is now met.

Evidence:
UW MORA contextualisation document, 22 May 2020
UW response to NMC midwifery condition, 22 May 2020
MORA three-year undergraduate NMC approved, 22 May 2020
Email confirmation of Chair's approval of UW actions (conditions), 2 June 2020

Date condition(s) met: 2 June 2020

Revised outcome after condition(s) met:

Met

Condition one is now met.
SFNME R2.1 is now met
SPMP R2.1 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

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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. There's evidence from exemplar year practice plans that practice learning opportunities enabling students to develop and meet the NMC Standards of proficiency for midwives are in place. The MORA is mapped and details the skills and proficiencies required to fulfil programme outcomes and NMC Standards. The exemplar programme plan indicates student placements are sufficient to meet EU requirements. These are scheduled appropriately across the programme and give students a rounded practice experience in all areas. The programme team inform us practice placement experiences are discussed with students during reflection and debriefing sessions. Documentary evidence and discussion at the visit indicates the programme team and PLPs audit practice learning areas which includes determining if there are sufficient practice learning

opportunities for students. There's a procedure for withdraw or suspending a practice placement if required. Students tell us they can develop and meet the Standards of proficiency for midwives in their practice learning placements.

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 is evidence in the programme handbook, module specifications and exemplar programme planner to indicate students will experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families. This MORA will record practice experiences and learning. The exemplar programme planner shows different experiences in the models of care for practice learning areas. The MORA will summarise overall student achievement, development and performance with the practice assessors recording their decision on progress and proficiency. Students can reflect on their own experiences, progress and performance and action-plan to help them manage appropriate learning. PLPs tell us there's sufficient practice supervisors and practice assessors to support and assess students.

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 in the programme handbook, module descriptors, mapping document, MORA, programme specification and support paper to indicate students are given learning opportunities enabling them to achieve the proficiencies related to interdisciplinary and multi-agency team working. Module specifications indicate interdisciplinary and multi-agency team working is included in theory learning through case discussions with paramedics, mental health nurses, social workers and in practice experiences with health visitors, mental health nurses and case conferencing groups. The programme team tell us IPL will increase in the coming years through development of IPL strategy.

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. Documentary evidence and the approval process demonstrate

continuity of midwifery carer is being introduced in PLP areas in accordance with national guidelines. PLPs tell us continuity of midwifery carer teams cover the continuum of care for women and newborn infants. These learning opportunities are available to students allocated to these teams and they'll have opportunities to achieve the proficiencies related to continuity of midwifery carer. The programme team tell us any difference in continuity of midwifery carer models for students in different PLPs will be monitored in feedback and debriefing sessions. Students and PLPS tell us students know well in advance of practice placement where continuity of midwifery carer teams are so contact can be organised.

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 that students will have opportunities to experience midwifery care for a diverse population across a range of settings. The programme team say this is a work in progress with more varied opportunities being sought. The placement mapping document and programme team tells us each student is allocated practice placements to optimise opportunities to experience a diverse population across a range of setting.

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 indicates students will follow a spiral curriculum. This provides student with opportunities to develop over their knowledge, skills and behaviours required when caring for women and newborn infants when complication and additional care is needed. Module descriptors indicate content on cultural and psychosocial aspects of midwifery care, complicated obstetric care and sick newborns. Documentary evidence and the approval process indicate students are given practice placements where multidisciplinary teams and specialist practitioners work enabling them to have diverse experiences. The inclusion of service users who share stories around their experiences plus skills and simulation sessions is planned to enhance student learning. Service users confirm their involvement in these teaching sessions.

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 documentary evidence in the programme handbook of a professional midwifery advocate (PMA) for students who is amongst the support mechanisms for students. Students' individual needs and personal circumstances are considered when allocating practice learning including reasonable adjustments for those with disabilities. Students tell us requests for reasonable adjustment in practice are responded to and acted on by programme team. Students tell us they are able to make requests for reasonable adjustments to be taken into consideration given their individual circumstances in both academic and practice settings. Students tell us requests for consideration of personal circumstances include transport problems. However, some students feel communication of practice placement attendance does not consider their needs for family organisation. (Recommendation two)

PLPs tell us that communication with students on practice placement varies but they try to do this on an individual and timely basis.

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: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met

Yes

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

Yes

Outcome
Is the standard met? *Met* **Date:** *23 April 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 <u>Standards framework for nursing and midwifery education</u> 4.2 Ensure that support, supervision, learning opportunities and assessment that complies with the NMC <u>Standards for student supervision and assessment</u> 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. There's documentary evidence confirming policies and procedures are updated in PLPs allowing students to practice new proficiencies. PLPs tell us workshops are delivered for the practice learning staff to discuss the proposed changes and they're working closely with the university to prepare staff for the SSSA roles.

There's documentary evidence of practice learning agreements between AEIs and PLPs confirming all resources to support the programme and student learning. PLPS confirm they're proactive in preparing for students coming in practice. Academic staff curriculum vitae indicate midwifery expertise and there's an external examiner appointed to the programme.

There's documentary evidence of policy and process for students to raise concerns. Students provide feedback to the university on practice placements through a variety of methods such as using a RAG rating system. Student tell us they can raise practice issues with their personal academic tutors (PAT) and student representatives have regular meetings with cohorts to identify issues, communicate with the programme team and discuss at programme management committees. Issues raised are responded to promptly.

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. Programme documentation indicates student support, supervision,

learning opportunities and assessment complies with the SSSA. Preparation of practice supervisors and practice assessors is jointly organised by PLPs and the AEI. PLPs plan to keep record of all registered midwives and other health and social care professionals who attend preparation training for practice supervisor roles. The number of practice supervisors in each practice learning setting will be recorded on the annual learning environment profile (LEP). Practice assessors are prepared for the role depending on if they were previously sign off mentors or not. There's specific practice assessor preparation which takes into account previous sign-off mentor status and learning. Practice assessor records are kept on a PLP database. Practice assessor updates are planned through either attending a workshop or conference and recorded on the database. PLPs tell us workshops inform them about the proposed new programme. Academic assessors are university lecturers who are midwives. The university is preparing them for their role. The programme leader will allocate students to a different academic assessor each year and a database will be kept of this.

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

Met

R4.3 is met. There's documentary evidence and PLPs confirm that programme outcomes reflect the Standards of proficiency for midwives and domains in the future midwife standards. Mapping documentation and module specifications demonstrate student learning is structured to help them meet the Standards of proficiency for midwives. Practice learning is an assessed and recorded through the MORA. Students tell us they are able to develop and continuously meet proficiencies in a timely way demonstrating competence and proficiency.

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

Met

R4.4 is met. There's documentary evidence in assessment forms, the programme handbook and module specifications that students will receive feedback throughout the programme. There's formative feedforward and summative feedback on theoretical assessments. Practice assessment feedback is given by service users and practice supervisors on student practice throughout the assessment document. Practice assessors give both feedforward and feedback. They do this at each formal review and following periods of student observation. They consult with practice supervisors about student behaviour, competence and working practice. Students tell us they receive verbal, written and electronic feedback for formative and summative assessments in practice or in theory. Feedback is timely and supportive. There's evidence the academic assessor

collates practice assessment for progression. There's documentary evidence practice learning will be graded with an explanation of process. PLPs tell us they're involved in this. Service users tell us they give students feedback and can do this through 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

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: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met

Yes

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

Yes

Outcome
Is the standard met? *Met* **Date:** *23 April 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 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 <u>five years</u> 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 <u>Standards framework for nursing and midwifery education</u> relevant to the qualification to be awarded are met

Yes

Outcome

Is the standard met?

Met

Date: *23 April 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

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 approval visit documentary evidence to meet conditions: UW MORA contextualisation document, 22 May 2020 UW response to NMC midwifery condition, 22 May 2020 MORA three-year undergraduate NMC approved, 22 May 2020 Email confirmation of chairs approval of UW actions, 2 June 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 (Hons) midwifery February 2020 X five BSc (Hons) midwifery September 2019 X three BSc (Hons) midwifery September 2018 X two BSc (Hons) midwifery September 2017 X two	
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	No
System Regulator Reports List	
If you stated no above, please provide the reason and mitigation Visiting these facilities is not required for this approval.	
Additional comments:	

Nursing & Midwifery Council

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

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Issue record			
Final Report			
Author	Angela Poat Doug Carr	Date	23 April 2020
Checked by	Pamela Page	Date	4 June 2020
Submitted by	Lucy Percival	Date	16 June 2020
Approved by	Leeann Greer	Date	17 June 2020