

**Programme approval report**

**Section one**

<b>Programme provider name:</b>	University of Surrey
<b>In partnership with:</b> <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	Ashford and St. Peter's Hospitals NHS Foundation Trust Hampshire Hospitals NHS Foundation Trust Surrey and Sussex Healthcare NHS Trust Frimley Health NHS Foundation Trust University Hospitals Sussex NHS Foundation Trust Royal Surrey NHS Foundation Trust Private, voluntary and independent health care providers
<b>Programme reviewed:</b>	Registered Midwife - 18M <input type="checkbox"/> Registered Midwife - 24M <input type="checkbox"/> Registered Midwife - 36M <input checked="" type="checkbox"/> Registered Midwife - degree apprentice <input type="checkbox"/>
<b>Title of programme(s):</b>	BSc (Hons) Midwifery (Registered Midwife)
<b>Academic levels:</b>	
Registered Midwife - 18M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 24M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11

Registered Midwife - 36M	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11								
Registered Midwife - degree apprentice	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11								
<b>Date of approval visit:</b>	14 June 2021								
<b>Programme start date:</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%;"></td> </tr> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%;"></td> </tr> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%; text-align: center;">20 September 2021</td> </tr> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%;"></td> </tr> </table>						20 September 2021		
	20 September 2021								
<b>QA visitor(s):</b>	Registrant Visitor: Karen Khan Lay Visitor: Jayne Walters								

**Section two**

**Summary of review and findings**

The University of Surrey (UoS), school of health sciences (SHS) is an established approved education institution (AEI). UoS present for approval a full-time three-year undergraduate academic level six pre-registration Bachelor of science with Honours (BSc (Hons)) midwifery programme, with professional registration as a midwife. The proposed programme has been developed to meet the Standards framework for nursing and midwifery education (SFNME) (Nursing and Midwifery Council (NMC), 2018), the Standards for student supervision and assessment (SSSA) (NMC, 2018), the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and the Standards of proficiency for midwives (SPM) (NMC, 2019).

Programme documentation and the approval visit confirms there's some evidence that curriculum content, modes of delivery and practice learning experiences are designed to meet the SFNME, the SSSA and the SPMP. Domains one to five of the SPM are mapped within the programme documentation, with the skills detailed in domain six evidenced within the midwifery ongoing record of achievement (MORA), demonstrating what must be met at the point of registration as a midwife. The programme has exit awards that don't confer eligibility to register with the NMC as a midwife. There's a lead midwife for education (LME) in post, who is registered with the NMC.

The programme is adopting the approved MORA which incorporates the assessment of practice and supports evidence of progression towards the SPM. The MORA has been developed and supported by Health Education England through the midwifery practice assessment collaboration (MPAC) that included regional stakeholder engagement, including all LMEs in England and Northern Ireland. A UoS midwifery context document supports the MORA. Service users (SUs) provide feedback on student achievement in the practice learning environment in the MORA. An online e-MORA is used to record practice learning and progression towards achievement of the SPM.

Programme documentation confirms that there has been consultation in the development of the programme with practice learning partners (PLPs), SUs and students. Stakeholders have contributed to consultation through stakeholder engagement events and by reviewing the programme documentation.

There's evidence of effective partnership working with PLPs at both operational and strategic levels. Senior PLPs confirm their support for the programme. There are processes in place to support practice learning. UoS work in partnership with PLPs to ensure that if there's any risks to practice learning, including any adverse

Care Quality Commission (CQC) reporting these are addressed and appropriately actioned to ensure learning is a safe experience for students. Practice supervisors and practice assessors are established and working in line with the SSSA. PLPs, practice assessors and practice supervisors confirm that SSSA preparation is in place.

The visit is undertaken remotely during the COVID-19 pandemic.

The SFNME and the SSSA aren't met at programme level.

The programme is recommended to the NMC for approval subject to five NMC conditions. Four NMC recommendations and two university recommendations are made.

Updated 12 July 2021:

UoS has provided documentation to confirm that the five conditions are met.

The conditions are met.

The programme is recommended to the NMC for approval.

**Recommended outcome of the approval panel**

**Recommended outcome to the NMC:**

Programme is recommended to the NMC for approval

Programme is recommended for approval subject to specific conditions being met

Recommended to refuse approval of the programme

**Conditions:**

**Effective partnership working: collaboration, culture, communication and resources:**

Condition one: Provide an implementation plan for how feedback from students, SUs and PLPs will inform ongoing future design, delivery, assessment and evaluation of the midwifery programme. (SFNME R1.12, R4.9; SPMP R2.4)

**Selection, admission and progression:**

Condition five: Provide evidence that confirms that recognition for prior learning (RPL) is not permitted in the midwifery programme. (SFNME R2.8; SPMP R1.3)

	<p>Condition four: Provide programme documentation that explicitly details how academic assessors communicate and collaborate with practice assessors to ensure student progression is monitored. (SSSA R9.6; SPMP R4.2)</p> <p><b>Practice learning:</b> Condition three: Provide definitive programme documentation that evidences how students access practice learning opportunities that enable them to achieve the programme proficiencies including continuity of carer. (SFNME R2.3; SPMP R3.1, R3.4, R4.3, R4.8)</p> <p><b>Assessment, fitness for practice and award:</b> None identified.</p> <p><b>Education governance: management and quality assurance:</b> Condition two: Produce a strategy that details the resourcing and a plan for preparation of the academic assessor role. (SSSA R6.4, R10.3; SPMP R4.2)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>12 July 2021</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: Monitor in partnership with PLPs the supernumerary status of students in practice. (SSSA R1.4; SPMP R3.9)</p> <p>Recommendation two: Monitor the ongoing involvement of the LME in the professionalism group. (SFNME R2.5)</p> <p>Recommendation three: Monitor the process for informing students about the requirements for registration with the NMC. (SFNME R2.12; SPMP R5.2)</p> <p>Recommendation four: Monitor the implementation of the e-MORA. (SPMP R4.3)</p>

	<p>Recommendation five: Work with the practice assessors to develop a process whereby they are actively seeking out feedback on students and consider using a standardised feedback form. (University recommendation)</p> <p>Recommendation six: Keep under review the teach out of the old programme structure to ensure that communication between the two cohorts is maintained and the differences between the two programmes, and which students from the current programme may perceive to have an effect on their education and student experience, is clear at the outset and throughout the remainder of the teach-out process. Any issues raised are then dealt with promptly and the outcome of which communicated to all stakeholders. (University recommendation)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>None identified.</p>

<p><b>Programme is recommended for approval subject to specific conditions being met</b></p>	
<p><b>Commentary post review of evidence against conditions:</b> Additional and revised programme documentation provide evidence the conditions are met.</p> <p>A continuous enhancement review process plan details how feedback from stakeholders will inform future programme development. Condition one is met.</p> <p>A plan is provided detailing how practice assessors will be resourced, prepared and supported for the role. Condition two is met.</p> <p>A midwifery placement opportunities document details how students will access practice learning opportunities that enable them to achieve the SPM. Condition three is met.</p> <p>A communication document details how academic assessors communicate and collaborate with practice assessors and practice supervisors to ensure student progression is monitored. Condition four is met.</p> <p>A revised transfer to curriculum process document confirms that RPL is not permitted. Condition five is met.</p>	
<p><b>AEI Observations</b></p>	<p><b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>

<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	12 July 2021

### Section three

NMC Programme standards
Please refer to NMC standards reference points <u>Standards for pre-registration midwifery programmes</u> (NMC, 2019) <u>The Future midwife: Standards of proficiency for registered midwives</u> (NMC, 2019) <u>Standards framework for nursing and midwifery education</u> (NMC, 2018) <u>Standards for student supervision and assessment</u> (NMC, 2018) <u>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</u> (NMC, 2015 updated 2018) <u>Quality assurance framework for nursing, midwifery and nursing associate education</u> (NMC, 2020) <u>QA Handbook</u> (NMC, 2020)
Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
<b>Please refer to the following NMC standards reference points for this section:</b>  <u>Standards framework for nursing and midwifery education</u> (NMC, 2018) <b>Standard 1: The learning culture:</b> 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  <b>Standard 2: Educational governance and quality:</b> 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 <u>Standards for student supervision and assessment</u>

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

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

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

**Standard 3: Student empowerment:**

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

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

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

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

**Standard 4: Educators and assessors:**

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

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

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

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

**Standards for student supervision and assessment** (NMC, 2018)

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

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

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



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

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

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

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

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

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

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

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

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

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

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

**Findings against the standard and requirements**

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

Documentary evidence and the approval visit confirm that evidence of partnership working between UoS and all stakeholders. There's evidence of student, SU and PLP contribution to the development of the programme through stakeholder engagement events. Stakeholders tell us about how they've been involved in consultation meetings and events. While there's evidence of consultation about the proposed programme, students, SUs and PLPs tell us that they're not aware of how their feedback will influence any future plans for further stakeholder involvement in the ongoing design, delivery, assessment and evaluation of the proposed programme. (Condition one)

Programme documentation and PLPs confirm that there's engagement and partnership working with the UoS, to ensure practice learning is appropriate for midwifery students. Educational audits of practice learning environments are undertaken in collaboration with PLPs, using the UoS learning environment

educational audit tool. The audit process ensures that practice learning environments are assessed and monitored for quality and safety and that they are appropriate to support midwifery students. The assurance of capacity and appropriate practice assessors and practice supervisors must be evidenced as part of the audit process. Programme documentation, students and PLPs confirm that there are policies and processes in place to confirm student good health and character. There's evidence that the LME works in partnership with PLPs and is part of a recently formed SHS professionalism. The role of the group is to ensure that there's a partnership approach to maintaining the quality assurance of the programme. Documentary evidence of the group's terms of reference include the involvement of the LME. It's recommended that the ongoing involvement of the LME in the professionalism group should be monitored. (Recommendation two)

PLPs tell us that they work in partnership with the SHS to address any adverse CQC reports and respond to and address issues raised in practice learning environments. Programme documentation, PLPs, the SHS senior management team (SMT) representatives and the programme team confirm that there are processes in place to raise and escalate student and practice learning concerns. Collaborative reporting mechanisms are in place to manage and investigate serious untoward incidents which may have implications for student learning.

Students tell us that they can share their views on theory and practice learning experiences, through module and placement evaluations, the student representative system, the SHS boards of studies (BoS), programme management committees (PMC) and staff student liaison group. Students confirm that UoS listen to their views and provide them with examples of how they have influenced changes to the curriculum. Discussions at the visit confirm that processes are in place for the UoS and PLPs to consider and respond to student feedback. The assessment and feedback process confirms that student individual learning needs are taken into account and reasonable adjustments are made when needed. Students tell us that they have good support from the UoS neurodiversity student support team.

Student facing programme documentation evidences that students are made aware of the policy and processes for raising concerns about any aspect of practice learning or care concerns. Students tell us that they have access to support in practice learning environments from midwifery link tutors, practice supervisors, practice assessors, academic assessors and professional midwifery advocates (PMA).

The SSSA is established in the programme. Practice supervisors and practice assessors confirm that they're prepared to supervise and assess students in line with the SSSA. Preparation is undertaken by PLPs and midwifery specific preparation is provided online by the programme team. Documentary evidence confirms that the roles and responsibilities of practice supervisors, practice assessors and academic assessors are clearly detailed for students. PLPs tell us

that there's regular reporting and effective communication with midwifery link tutors, who visit students in the practice learning environment.

Programme documentation and meetings with students and PLPs confirm that there's inter-professional learning (IPL) opportunities in theory and in the practice learning environment. The SHS ethics and care 'massive open online course' uses video scenarios from a range of multi-professional care settings. PLPs tell us that students are encouraged to participate in trust study days for practical obstetric multi-professional training (PROMT) and fetal monitoring. IPL experiences in the practice learning environment is evidenced within the e-MORA.

Processes are in place in theory and practice learning to provide students with formative and summative assessment. Practice supervisors practice assessors, and SUs provide and record feedback on student performance, progression and achievement in the e-MORA.

Documentary evidence and the approval visit confirm that SUs and PLPs are involved in the recruitment and selection of midwifery students through the multi-modal interviews. UoS has an established SU group, supported by a SHS strategy and implementation plan. SUs tell us that they receive support and preparation for their role, including online equality, diversity and inclusivity (EDI) and unconscious bias training. SUs tell us that they are members of the SHS BoS and the PMC. SUs tell us they feel well prepared and valued in their role by UoS.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: Standards framework for nursing and midwifery education

**MET**  **NOT MET**

There's no clear plan for how PLPs, students and SUs will be involved in the ongoing design, delivery, assessment and evaluation of the programme. PLPs, students and SUs couldn't tell us about how feedback they provide will influence future plans for their involvement in the programme. (Condition one) (SFNME R1.12, R4.9; SPMP R2.4)

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: Standards for student supervision and assessment

**MET**  **NOT MET**

### Post event review

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

Condition one: A continuous enhancement review process document includes an implementation plan that evidences how feedback from students, SUs and PLPs

will inform ongoing future design, delivery, assessment, and evaluation of the midwifery programme. Mechanisms for how feedback contributes to the continuous review of programmes details the involvement of key stakeholders. Processes are detailed and provide clarity about how the current systems in place ensure feedback informs future programme developments. This also includes future actions to ensure that the feedback process is continuous and inclusive.

Condition one is met.

Evidence:

Continuous enhancement review process document, July 2021

**Date condition(s) met:** 12 July 2021

**Revised outcome after condition(s) met:**

**MET**

**NOT MET**

### Student journey through the programme

#### Standard 1: Selection, admission and progression

##### AEIs must:

- R1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI
- R1.2 inform the NMC of the name of the lead midwife for education
- R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes

##### AEIs together with practice learning partners must:

- R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
- R1.5 confirm on entry to the programme that students:
  - R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document
  - R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
  - R1.5.3 demonstrate values in accordance with the Code
  - R1.5.4 have capability to learn behaviours in accordance with the Code
  - R1.5.5 have capability to develop numeracy skills required to meet programme outcomes
  - R1.5.6 can demonstrate proficiency in English language
  - R1.5.7 have capability in literacy to meet programme outcomes

- R1.5.8 have capability for digital and technological literacy to meet programme outcomes
- R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes
- R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC Guidance of health and character. This includes satisfactory occupational health assessments and criminal record checks
- R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse determinations made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully
- R1.9 ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and
- R1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult) and the programme complies with Article 40(1)(b) of Directive 2005/36/EC outlined in Annexe 1 of this document.

**Note:** Education institutions and their practice learning partners may propose to transfer current students onto the new programme to meet the *Standards for pre-registration midwifery programmes*. If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.

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

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the *Standards for pre-registration midwifery programmes* (NMC, 2019).

**Proposed transfer of current students to the Standards for student supervision and assessment (NMC, 2018).**

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

**Findings against the standard and requirements**

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

- R1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI

	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.2 inform the NMC of the name of the lead midwife for education	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
R1.3 is not met. Programme documentation is inconsistent and doesn't clearly confirm that RPL isn't permitted for the programme. Programme documentation details accreditation for prior learning relating specifically to the transfer of students onto the programme from other AElS. It's not clear in the programme documentation and the programme team weren't able to clearly confirm that RPL is not permitted in the programme. (Condition five)		
R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5 confirm on entry to the programme that students:		
R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.3 demonstrate values in accordance with the Code	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.4 have capability to learn behaviours in accordance with the Code	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.5 have capability to develop numeracy skills required to meet programme outcomes	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
R1.5.6 can demonstrate proficiency in English language	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>

R1.5.7 have capability in literacy to meet programme outcomes

YES  NO

R1.5.8 have capability for digital and technological literacy to meet programme outcomes

YES  NO

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

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

MET  NOT MET

R1.6 is met. Programme documentation explicitly details the literacy and numeracy entry requirements. Documentary evidence and the approval visit confirms that students are supported to develop their numeracy, literacy and digital and technological literacy throughout the programme. Students have access to a range of digital resources including the UoS virtual learning environment (VLE), SurreyLearn and the online safeMedicate programme that's used for formative and summative drug calculation and medicines assessment throughout the programme. The numeracy 100 percent requirement is assessed by a patient scenario, including drug calculation and administration.

The programme team tell us that first-year students are offered support during induction weeks; this includes an introduction to the online learning platforms. Documentary evidence and students tell us that library and academic skills development support services are in place to support digital literacy and academic skills development. The UoS academic skills and development team offer workshops, one-to-one appointments and online resources to support students with academic skills development. Students tell us that they know how to access support with any aspect of their learning and that this information is clearly detailed in student facing documentation.

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

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

YES  NO

R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse

determinations made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully

YES  NO

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

YES  NO

R1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult) and the programme complies with Article 40(1)(b) of Directive 2005/36/EC outlined in Annexe 1 of this document.

YES  NO  NA

There's no shortened pre-registration midwifery programme proposed.

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

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

Existing students won't transfer to the proposed programme. Documentary evidence and the programme team confirm that students returning from an interruption of studies will be individually supported. Students confirm they've been advised that they won't transfer 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.**

There is documentary evidence in student facing documentation that identifies how the SSSA roles support them in the practice learning environment. Current students confirm that they've transferred to the SSSA and are assigned to practice supervisors and practice assessors who are prepared to support them.

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

YES  NO



It's not clear in the programme documentation and the programme team weren't able to clearly confirm that RPL is not permitted in the programme. (Condition five)

**Outcome**

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

It's not clear in the programme documentation and the programme team weren't able to clearly confirm that RPL is not permitted in the programme.

Condition five: Provide evidence that confirms that RPL is not permitted in the midwifery programme. (SFNME R2.8; SPMP R1.3)

**Date:** 14 June 2021

**Post event review**

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

Condition five: Revised programme documentation confirms that RPL is not permitted in the programme.

Condition five is met.

Evidence:

Revised, midwife re-joining and transfer to curriculum process document, 9 July 2021

**Date condition(s) met:** 12 July 2021

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

**Standard 2: Curriculum**

**AEIs together with practice learning partners must:**

R2.1 ensure programmes comply with the *NMC Standards framework for nursing and midwifery education*

R2.2 comply with the *NMC Standards for student supervision and assessment*

R2.3 ensure that programme learning outcomes reflect the *NMC Standards of proficiency for midwives*

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

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

R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice

- R2.7 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required
- R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies, and
- R2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, and comply with Article 40 (1) and satisfy Article 41(1) of Directive 2005/36/EC (see Annexe 1) by meeting the following criteria:
- R2.9.1 full time education and training as a midwife is a minimum of three years and 4,600 hours, or
- R2.9.2 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of two years and 3,600 hours, or
- R2.9.3 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.

### Findings against the standard and requirements

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

- R2.1 ensure programmes comply with the NMC Standards framework for nursing and midwifery education YES  NO
- R2.2 comply with the NMC Standards for student supervision and assessment YES  NO
- R2.3 ensure that programme learning outcomes reflect relevant *Standards of proficiency for midwives* YES  NO

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

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

**MET**  **NOT MET**

R2.4 is not met. There's an established SU group, supported by the SHS strategy and implementation plan. SUs tell us that they receive support and training, including online EDI and unconscious bias training. SUs tell us that they are members of the BOS and PMC. They tell us that they feel prepared and are valued by UoS as contributors to the programme.

Documentary evidence and SUs confirm that they are involved in the recruitment and selection of midwifery students. SUs contribute to the multi-modal interviews. The programme team and students describe how SUs share experiences of maternity care including loss and bereavement and perinatal mental health. SUs provide opportunities for classroom-based sessions with students to explore the SU experience. Students tell us they find the session very informative and valuable learning opportunities. SUs provide feedback on their experiences of the care provided by students; this is recorded in the e-MORA.

While there's evidence of the involvement of women, partners, families and advocacy groups in the programme they aren't able to tell us about how they'll be involved in the ongoing design, development, learning, teaching, assessment and evaluation of the programme. (Condition one)

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

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

**YES**  **NO**  **N/A**

The programme isn't delivered in Wales.

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

R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice

**MET**  **NOT MET**

R2.6 is met. Programme documentation and the approval visit confirm that theory and practice learning are designed and delivered to ensure students have appropriate exposure to midwifery practice. SUs contribute to theory learning on topics including perinatal mental health. Students tell us that they value the involvement of SUs in classroom sessions. Programme documentation confirms that examination of the newborn and pharmacology are themes which run throughout the three years of the programme, starting with normality in year one and increasing complexity in years two and three.

Students are allocated to a single trust for the duration of their programme. A range of practice learning experiences includes antenatal, postnatal, labour ward and community settings, that ensure students have ongoing exposure to relevant midwifery practice. Students confirm that practice learning opportunities prepare them to demonstrate how they meet the SPM. The allocation of practice placement learning experiences is agreed by PLPs in partnership with the midwifery programme team. The programme team and documentary evidence confirms that students have access to opportunities to practice clinical skills in a simulated environment, these include both supervised and self-directed.

Documentary evidence and students confirm that programme information includes how they can access practice learning and the assessment tasks they undertake are clearly detailed in programme handbooks, practice learning documents and module descriptors. Students tell us that the VLE SurreyLearn provides them with a range of information and learning resources to support theory and practice learning.

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

**MET**  **NOT MET**

R2.7 is met. There's evidence in the module descriptors and mapping documents that a variety of teaching and learning strategies are used to support learning and prepare students for assessments. Simulated learning opportunities include the development of clinical skills that are practiced and tested undertaking objective structured clinical examinations. Technology-enhanced learning is supported through access to a range of digital and technological learning resources on the UoS SurreyLearn platform. Students tell us how they can access support in relation to digital and technological resources from the UoS and SHS VLE. The safeMedicate online package is used to support medicines management and drug calculations development. These are used effectively and proportionately to support and enhance learning and assess skills in theory and practice. The e-MORA is accessed online.

Simulation includes practice scenarios that occur infrequently such as emergencies and where a proficiency is required, for example, the management of a deteriorating woman. Simulation activities are planned into modules across all years of the programme and students are encouraged to access online learning resources to support this development. Programme documents detail the use of SUs and simulation models to support the development of communication and clinical skills.

PLPs confirm that resources are available to support simulated learning in practice. For example, students and PLPs tell us that students are encouraged to

participate in Trust study days for PROMT and fetal monitoring with the labour ward multi-disciplinary team.

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

**MET**  **NOT MET**

R2.8 is met. The programme is 4,707.5 hours in length; programme documentation confirms that there's an equal balance of 50 percent theory and 50 percent practice learning and teaching strategies. The range of learning and teaching strategies are employed throughout the programme including taught sessions, simulation, student-led and self-directed learning. Resources are available to support simulation and technology enhanced learning in both theory and practice learning environments. Student learning is supported by the VLE, SurreyLearn. Documentary evidence confirms that simulation contributes to theory hours within the programme delivery. Students have access to supervised and self-directed sessions within the simulation unit.

An integrated programmatic assessment approach supports the continuous assessment and development of theory and practice throughout each academic year. Formative assessments and assessment types are detailed in the module descriptors. Students receive formative assessment in theory and practice learning. There are a variety of assessment methods including written, verbal, practical and examinations. Students tell us they receive timely feedback on the formative and summative assessments.

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

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

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

**YES**  **NO**  **N/A**

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

**YES**  **NO**  **N/A**

A shortened pre-registration midwifery programme isn't presented for approval.

<p>R2.9.3 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p>	
<p>A shortened pre-registration midwifery programme isn't presented for approval.</p>	
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to curricula and assessment are met</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>	
<p>SUs aren't able to tell us about how they will be involved in the future ongoing design, development, learning, teaching, assessment and evaluation of the programme. (Condition one)</p>	
<p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p><b>Outcome</b></p>	
<p><b>Is the standard met?</b> MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/></p>	
<p>SUs aren't able to tell us about how they will be involved in the future ongoing design, development, learning, teaching, assessment and evaluation of the programme.</p> <p>Condition one: Provide an implementation plan for how feedback from students, SUs and PLPs will inform ongoing future design, delivery, assessment and evaluation of the midwifery programme. (SFNME R1.12, R4.9; SPMP R2.4)</p>	
<p><b>Date:</b> 14 June 2021</p>	
<p><b>Post event review</b></p>	
<p><b>Identify how the condition(s) is met:</b></p> <p>Condition one: A continuous enhancement review process document includes an implementation plan that evidences how feedback from students, SUs and PLPs will inform ongoing future design, delivery, assessment and evaluation of the midwifery programme. Mechanisms for how feedback contributes to the continuous review of programmes details the involvement of key stakeholders. Processes are detailed and provide clarity about how the current systems in place</p>	

ensure feedback informs future programme developments. This also includes future actions to ensure that the feedback process is continuous and inclusive.

Condition one is met.

Evidence:

Continuous enhancement review process document, July 2021

**Date condition(s):** 12 July 2021

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

### Standard 3: Practice learning

#### AEIs together with practice learning partners must:

- R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives
- R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families
- R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working
- R3.4 provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants
- R3.5 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services
- R3.6 provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual
- R3.7 take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities
- R3.8 ensure students experience the range of hours expected of practising midwives, and
- R3.9 ensure students are supernumerary

**Findings against the standard and requirements**

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

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

**MET**  **NOT MET**

R3.1 is not met. Programme documentation and PLPs confirm that students are allocated to one trust organisation for the duration of the programme. The e-MORA is mapped to domain six of the SPM, and is used to guide, assess and document progression towards achievement of the SPM. PLPs and the programme team tell us that practice learning environments expose students to learning experiences across all areas of maternity care. Students have access to a range of settings, including community, obstetric units and midwifery led care. Documentary evidence and PLPs confirm that students are supported in practice by practice supervisors and practice assessors who are prepared for their roles. Students tell us that they receive support from a range of sources including practice supervisors, practice assessors, practice learning facilitators, midwifery link tutors and PMAs. Programme structure doesn't clearly evidence how practice learning opportunities support students to meet the SPM. (Condition three)

Programme documentation and the approval visit provides assurance that there's a partnership approach, ensuring that practice learning environments are appropriate and provide a quality and safe learning experience for students. The programme team and PLPs tell us that midwifery link tutors and PLP practice educators undertake educational audits. The identification of learning opportunities and assurance of capacity and appropriately prepared practice assessors and practice supervisors must be evidenced as part of the educational audit process.

Students confirm that they formally evaluate their placement learning experiences and that there are mechanisms in place to provide this feedback to PLPs. Programme documentation including student facing documents confirm that there's processes in place to enable students to provide feedback on practice learning. Students are informed about any changes or actions resulting from their feedback.

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

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

**MET**  **NOT MET**



R3.2 is met. Programme documentation and the approval visit confirm that students are exposed to a range of practice opportunities to support the development of knowledge and skills, that reflects the role and scope of the midwife and the holistic care provided to women, newborn infants, partners and families. Progression towards achievement to the SPM is recorded in the e-MORA. Practice assessors record their decision on progress and achievement of the SPM. Students reflect on their experiences, progress and performance and any action plans to support them to manage appropriate learning. Students tell us that they're supported in the practice learning environment to gain the experiences required to provide holistic care. PLPs tell us that there's sufficient practice supervisors and practice assessors to support, supervise and assess students.

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

**MET**  **NOT MET**

R3.3 is met. Programme documentation and the approval visit confirm that students have appropriate practice learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working. PLPs tell us that students are encouraged to participate in trust study days that include PROMT and fetal monitoring with the multi-disciplinary team. IPL experiences in the practice learning environment is evidenced within the e-MORA.

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

**MET**  **NOT MET**

R3.4 is not met. The programme team tell us that there are opportunities for students to follow a small group of women through their childbearing experience. PLPs and students tell us that there are opportunities to provide care across the whole childbearing continuum for some women and newborn infants. PLPs tell us that there are a variety of continuity of care models currently being implemented as part of the national strategy. Programme structure doesn't clearly evidence how practice learning opportunities support students to meet the SPM related to continuity of carer. The programme team and PLPs tell us that while this is planned to support learning this isn't currently in place. (Condition three)

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

**MET**  **NOT MET**

R3.5 is met. The programme team, PLPs and students confirm that the practice learning environment provides experience of providing care to a diverse population across a range of settings, including midwifery led services. This includes working with vulnerable groups with complex social needs. Students provide assurance that their midwifery practice learning needs are met and are of a sound quality.

The e-MORA requires students to record care experiences and evidence how they respect and demonstrate a professional understanding when providing care. The theoretical elements of the programme address the impact of diversity on health outcomes.

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

**MET**  **NOT MET**

R3.6 is met. Documentary evidence and the approval visit confirm that students have appropriate learning opportunities in theory and practice to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complications and additional care needs arise. These include physical, psychological, social, cultural and spiritual factors.

The spiral curriculum evidences how developing knowledge in year one is further developed in subsequent years, identifying increasing complexity through the development of proactive leadership and decision making in increasingly complex scenarios.

The e-MORA requires students to record care experiences and evidence how they progress towards achievement of the proficiencies related to care for women and newborn infants when complication and additional care needs arise, including those that relate to physical, psychological, social, cultural and spiritual factors.

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

**MET**  **NOT MET**

R3.7 is met. Programme documentation, the programme team, students and PLPs confirm that processes are in place to ensure student individual needs and personal circumstance are considered in the allocation of practice placements. This includes making reasonable adjustments for students with learning and personal requirements.

Students tell us that they receive support and reasonable adjustments are made if needed; they describe examples of accessing support services for emotional and wellbeing and neurodiversity. Student facing documentation, including the student handbook clearly detail the range of academic and support services available to students. PLPs confirm that reasonable adjustments are made in practice learning environments to support student need. The e-MORA facilitates the sharing of information between students and practice learning environments to support individual student needs and adjustments.

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

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

R3.9 ensure students are supernumerary YES  NO

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

Programme structure doesn't clearly evidence how practice learning opportunities support students to meet the SPM including continuity of carer. (Condition three)

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

**Outcome**

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

Programme structure doesn't clearly evidence how practice learning opportunities support students to meet the SPM including continuity of carer.

Condition three: Provide definitive programme documentation that evidences how students access practice learning opportunities that enable them to achieve the programme proficiencies including continuity of carer. (SFNME R2.3; SPMP R3.1, R3.4, R4.3, R4.8)

**Date:** 14 June 2021

**Post event review**

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

Condition three: Revised programme documentation details how students will access practice learning opportunities that enable them to achieve the SPM. This includes additional mapping information demonstrating where the SPM is achieved throughout the programme. The evidence includes information on how the SPM relating to continuity of carer is achieved.

Condition three is met.

Evidence:

Guidance for midwifery student practice learning opportunities document, 9 July 2021

**Date condition(s):** 12 July 2021

**Revised outcome after condition(s) met:**

**MET**  **NOT MET**

**Standard 4: Supervision and assessment**

**AEIs together with practice learning partners must:**

- R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC Standards framework for nursing and midwifery education
- R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC Standards for student supervision and assessment
- R4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes
- R4.4 provide students with feedback throughout the programme to support their development
- R4.5 ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 percent
- R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife
- R4.7 ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives, and
- R4.8 ensure the knowledge and skills for midwives set out in Article 40(3) and the activities of a midwife specified in Article 42 of Directive 2005/36/EC have been met as outlined in Annexe 1 of this document

**Findings against the standards and requirements**

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

R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC Standards framework for nursing and midwifery education

**MET**  **NOT MET**

R4.1 is met. Programme documentation and the approval visit confirm that current and planned UoS academic resources are adequate to deliver the programme. The programme is supported by an LME who's an NMC registered midwife, the programme team are suitability qualified to deliver the programme. The programme team act as academic assessors who confirm student achievement of the SPM in the e-MORA. There's evidence of effective partnership working with PLPs and procedures and policies are in place to evidence how students are supported, supervised and assessed in practice learning environments. PLPs and the programme team tell us that there are sufficient appropriately prepared practice supervisors, practice assessors and to support delivery of the practice learning.

Information on support in and for practice is detailed in the MORA and placement handbook. Trust practice development, midwives and education teams provide additional practice learning support for students, practice supervisors and practice assessors. Students, PLPs, practice supervisors and practice assessors confirm they have access to information about the process to raise and escalate any concerns in practice. Documentary evidence and students confirm that individual learning needs are responded to effectively.

The e-MORA sets out the progression points and expectations for learning and is mapped to domain six of the SPM. The e-MORA provides evidence of how students record practice learning and their attendance is monitored. They are required to document practice learning hours, SU feedback and evidence of progression in each part of the programme towards achievement of the SPM. The e-MORA context document details additional support mechanisms and provides guidance on using the e-MORA.

Educational audits of practice learning environments are undertaken in collaboration with PLPs. The audit process ensures that practice learning environments are assessed and monitored for quality and safety and that they are appropriate to support midwifery students.

R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC Standards for student supervision and assessment

**MET**  **NOT MET**

R4.2 is not met. The roles and responsibilities of practice assessors, practice supervisors and academic assessors are clearly detailed in student and practice supervisor and practice assessor facing documentation, including the practice handbook and the e-MORA. The SSSA is established in the midwifery programme; practice supervisors and practice assessors confirm that they understand their roles and responsibilities. PLPs confirm that resources are available to support the preparation of practice supervisors and practice assessors, including plans for ongoing updates. Midwifery specific SSSA preparation is facilitated by UoS; practice supervisors and practice assessors must access an online training package. The programme team and the SHS SMT tell us about how academic assessors are allocated to ensure that there's a different academic assessor for each part of the programme and how academic assessors are prepared for the role. It's not clear in the programme documentation how the SHS ensure that the academic assessor role is fully resourced and how academic staff are prepared for the role. (Condition two)

Programme documentation details how academic assessors work in partnership with practice assessors and students to review progress and support development towards achievement of the programme outcomes and the SPM. The e-MORA evidences the process of communication between academic assessors who confirm and record achievement of the SPM. However, students and PLPs tell us that they've experienced some challenges and that the opportunities for practice assessors and academic assessors to communicate about and discuss student progress is inconsistent. (Condition four)

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

**MET**  **NOT MET**

R4.3 is not met. Programme documentation demonstrates that there's mapping to evidence how the programme outcomes and the SPM are met in theory and practice. Programme structure doesn't clearly evidence how practice learning opportunities support students to meet the SPM including continuity of carer. (Condition three)

Students evidence how they meet the SPM and programme outcomes in the e-MORA. The programme documentation and the SHS, SMT and programme team confirm that an online e-MORA is adopted for the programme and that students and practice supervisors and practice assessors will receive preparation to use this. The programme team are advised to monitor the implementation of the e-MORA. (Recommendation four)

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

**MET**  **NOT MET**

R4.4 is met. There's documentary evidence that processes are in place to provide students with formative and summative feedback throughout the programme to support their theory and practice learning. Students, practice supervisors, practice assessors and the programme team describe how formative and summative feedback will support students.

Students complete formative assessments that prepare them for summative assessment. A range of assessments including written assignments, presentations, vivas, objective structured clinical examinations (OSCEs) and safeMedicate numeracy examinations. Students tell us that they receive feedback in a timely manner.

Practice assessments are recorded in the e-MORA. Students receive regular feedback on their progress. A template for women and their families to provide student feedback is recorded in the e-MORA. Meetings and feedback given to students by practice assessors, practice supervisors and academic assessors are detailed in the e-MORA.

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

R4.5 ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 percent

**YES**  **NO**

R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife

**YES**  **NO**

R4.7 ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives, and

**YES**  **NO**

R4.8 ensure the knowledge and skills for midwives set out in Article 40(3) and the activities of a midwife specified in Article 42 of Directive 2005/36/EC have been met as outlined in Annexe 1 of this document

YES  NO

R4.8 is not met. The programme documentation is mapped to the programme outcomes and the SPM. The programme team and PLPs tell us that practice learning opportunities support achievement of the SPM. PLPs and students tell us that there are opportunities to work with and learn from a range of people in a variety of practice placements. The programme structure doesn't clearly evidence how practice learning opportunities support students to develop the knowledge and skills for midwives to meet the SPM. (Condition three)

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

YES  NO

The programme structure doesn't clearly evidence how practice learning opportunities support students to meet the SPM. (Condition three)

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

YES  NO

It's not clear in the programme documentation how the SHS ensure that the academic assessor role is fully resourced and how academic staff are prepared for the role. (Condition two)

Students and PLPs tell us that the opportunities for practice assessors and academic assessors to communicate about and discuss student progress is inconsistent. (Condition four)

### Outcome

**Is the standard met?**

MET  NOT MET

It's not clear in the programme documentation how the SHS ensure that the academic assessor role is fully resourced and how staff are prepared for the role.

Condition two: Produce a strategy that details the resourcing and a plan for preparation of the academic assessor role. (SSSA R6.4, R10.3; SPMP R4.2)

Programme structure doesn't clearly evidence how practice learning opportunities support students to meet the SPM.

Condition three: Provide definitive programme documentation that evidences how students access practice learning opportunities that enable them to achieve the programme proficiencies including continuity of carer. (SFNME R2.3; SPMP R3.1, R3.4, R4.3, R4.8)



Students and PLPs tell us that the opportunities for practice assessors and academic assessors to communicate about and discuss student progress is inconsistent.

Condition four: Provide programme documentation that explicitly details how academic assessors communicate and collaborate with practice assessors to ensure student progression is monitored. (SSSA R9.6; SPMP R4.2)

**Date:** 14 June 2021

### Post event review

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

Condition two: A strategy document details how academic assessors will be prepared and supported for the role. This includes how resourcing for academic assessors is managed and monitored through established processes. An academic assessor portfolio and PowerPoint presentation is used to prepare academic assessors detailing their roles and responsibilities.

Condition two is met.

#### Evidence:

Academic assessor preparation strategy, undated

Academic assessor preparation, portfolio, July 2021

PowerPoint, preparation of the academic assessor role, undated

Condition three: Revised programme documentation details how students will access practice learning opportunities that enable them to achieve the SPM. This includes additional mapping information, demonstrating where the SPM is achieved throughout the programme. The evidence includes information on how the SPM relating to continuity of carer is achieved.

Condition three is met.

#### Evidence:

Guidance for midwifery student practice learning opportunities document, 9 July 2021

Condition four: A SSSA communication document details how academic assessors communicate and collaborate with practice assessors and practice supervisors to ensure student progression is monitored. This also details how academic assessors will use the e-MORA to maintain communication and oversight of students in practice.

Condition four is met.

Evidence:  
SHS, NMC programmes SSSA communication, July 2021

**Date condition(s) met:** 12 July 2021

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

**Standard 5: Qualification to be awarded**

**AEIs together with practice learning partners must:**

R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level

R5.2 notify students during and before completion of the programme that they have five years to apply to register with the NMC if they wish to rely on this qualification<sup>1</sup>. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

*Standards framework for nursing and midwifery education specifically R2.11, R2.20*

**Findings against the standards and requirements**

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

R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level

YES  NO

R5.2 notify students during and before completion of the programme that they have five years to apply to register with the NMC if they wish to rely on this qualification<sup>2</sup>. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

YES  NO

**Fall Back Award**

If there is a fall-back exit award with registration as a midwife all NMC standards and proficiencies are met within the award.

YES  NO  N/A

There's no fall-back award that leads to registration as a midwife.

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

YES  NO

**Outcome**

Is the standard met?

MET  NOT MET

Date: 14 June 2021

**Post event review**

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET  NOT MET

N/A

**Section four**

**Sources of evidence**

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't presented for approval.		
List additional documentation: Post visit documentation: Continuous enhancement review process document, July 2021 Academic assessor preparation strategy, undated Academic assessor preparation, portfolio, July 2021 PowerPoint, preparation of the academic assessor role, undated Guidance for midwifery student practice learning opportunities document, 9 July 2021 SHS, NMC programmes SSSA communication, July 2021 Revised, midwife re-joining and transfer to curriculum process document, 9 July 2021 Response to conditions document, July 2021		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: September 2019, year two x three September 2018, year three x six		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't presented for approval.		
Additional comments: None identified.		

**The visitor(s) viewed the following areas/facilities during the event:**

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: CQC quality report, Surrey and Borders Partnership NHS Foundation Trust, 1 May 2020		
If you stated no above, please provide the reason and mitigation: UoS is an established AEI and visits to facilities weren't needed.		
Additional comments: None identified.		

**Mott MacDonald Group Disclaimer**

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

**Issue record**

**Final Report**

Author(s):	Karen Khan Jayne Walters	Date:	23 June 2021
Checked by:	Bernadette Martin	Date:	29 June 2021
Submitted by:	Aman Dhanda	Date:	27 July 2021
Approved by:	Leeann Greer	Date:	28 July 2021