

Programme approval report

Section one

Programme provider name:	City, University of London
Programme reviewed:	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"/>
Title of programme(s):	Bachelor of Midwifery (BMid) with Honours
Academic levels:	
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
Date of approval visit:	26 April 2022

<p>Programme start date:</p> <p>Registered Midwife – 18M</p> <p>Registered Midwife – 24 M</p> <p>Registered Midwife – 36 M</p> <p>Registered Midwife – degree apprentice</p>	<table border="1"> <tr> <td></td> </tr> <tr> <td></td> </tr> <tr> <td>12 September 2022</td> </tr> <tr> <td></td> </tr> </table>			12 September 2022	
12 September 2022					
<p>QA visitor(s):</p>	<p>Registrant Visitor: Rachael Spencer</p> <p>Lay Visitor: Penelope Goacher</p>				

Section two

Summary of review and findings

City, University of London is an established approved education institution (AEI). The school of nursing and midwifery (the school) present for approval a full-time three-year pre-registration Bachelor of Midwifery (BMid) with Honours leading to professional registration as a midwife with the Nursing and Midwifery Council (NMC). The programme has been developed to meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for student supervision and assessment (SSSA) (NMC, 2018) and the Standards of proficiency for midwives (SPM) (NMC, 2019). The programme will commence in September 2022.

The development of the curriculum philosophy and structure considers international, national and regional evidence and reports related to the future expectations of midwives. The curriculum content and modes of delivery are designed to meet the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019). Domains one to five of the SPM are clearly mapped in the programme documentation. Domain six skills are evidenced in the midwifery ongoing record of achievement (MORA) and demonstrate how students achieve the SPM and programme outcomes at the point of registration as a midwife.

The programme has adopted the MORA to record and confirm the assessment of practice. It's the product of collaborative development based on the established pan-London model. This utilised regional stakeholder engagement including all lead midwives for education (LMEs) in England and Northern Ireland, and is supported by Health Education England (HEE). There's a MORA context document which details the proficiencies that must be achieved at each stage of the programme and how the MORA is applied to the programme.

There's evidence of a commitment to partnership working between the AEI, students, practice learning partners (PLPs) and service users (SUs) at both strategic and operational levels.

Practice learning environments provide student learning experiences across a wide geographical area. The diverse population and client groups ensure that there are midwifery-led and continuity of carer learning opportunities for midwifery students. Educational audits are undertaken in partnership between the AEI and PLPs. Recognition of prior learning isn't permitted. There's a LME who's registered with the NMC, and an LME designate.

The programme design confirms that 50 percent theory and 50 percent practice is delivered across the programme. Modules are structured to support student learning, with a variety of learning and teaching strategies that support formative

and summative assessments. Support mechanisms across both theory and practice learning are evident.

There's clear evidence that the AEI and the programme team work collaboratively with PLPs to address concerns raised in external system regulator reports, including those from the Care Quality Commission (CQC). This is confirmed by senior school staff and PLP leads who describe the mechanisms that are in place for the early identification and escalation of concerns. This collaboration ensures that action plans are implemented which aim to prevent any compromise to safety in practice learning environments or to the quality of student learning experiences. Clear procedures are in place to manage practice concerns and to mitigate any risks to student learning.

This approval visit is undertaken by remote means.

The SFNME isn't met at programme level. The SSSA isn't met at programme level.

The programme is recommended to the NMC for approval subject to five joint NMC and university conditions and one university condition. Two joint NMC and university recommendations are made.

Updated 17 May 2022:

The AEI have submitted additional and revised programme documentation to meet the five NMC and university conditions. They confirm that the university condition is met.

All 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

<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: Provide an implementation plan which details how maternity SUs and other stakeholders will be involved in the ongoing future design, recruitment and selection, delivery, assessment and evaluation of the midwifery programme. (SFNME R1.12, R5.5; SPMP R2.4) (NMC and university condition)</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>Condition three: Provide evidence of how placement capacity is monitored to ensure midwifery practice learning environments comply with NMC standards. (SFNME R3.1; SPMP R3.1) (NMC and university condition)</p> <p>Condition four: The programme team will work with PLPs to develop, implement, monitor and review the strategy for competence in systematic examination of the newborn in practice and ensure that students are supported in practice to achieve competence. (SSSA R1.3; SPMP R3.1, R4.2, R4.3) (NMC and university condition)</p> <p>Condition five: The AEI, in partnership with PLPs, must demonstrate the process of assuring students' supernumerary status for the required 2,300 programme hours. (SPMP R3.9) (NMC and university condition)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition two: Detail the strategies to ensure students' feedback is listened to and acted upon</p>
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	<p>appropriately by the programme team. (SFNME R4.9; SPMP R2.1) (NMC and university condition)</p> <p>Condition six: The programme team will undertake a thorough review of the programme documentation to:</p> <ul style="list-style-type: none"> • Ensure reading lists in the module specifications are current and up to date. • Ensure learning outcomes in the module specifications are referenced to the correct NMC standards. • Ensure practice and theory hours are reflected accurately in the programme and module specifications, course plans and mapping. • Proofread the documentation to address typographical and grammatical errors. <p>(University condition)</p>
Date condition(s) to be met:	17 May 2022
Recommendations to enhance the programme delivery:	<p>Recommendation one: Consider developing an implementation plan to provide opportunities throughout the programme to collaborate and learn with and from other professions. (SFNME R1.13, R3.16; SPMP R3.3) (NMC and university recommendation)</p> <p>Recommendation two: Consider enhancing student facing documentation to explicitly evidence an equal balance of 50 percent theory and 50 percent practice learning in the context of a programme plan. (SPMP R2.8) (NMC and university recommendation)</p>
Focused areas for future monitoring:	Supernumerary status in practice.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Additional and revised programme documentation provides evidence that the conditions are met.

An implementation plan and timeline detail the roles and responsibilities in the school for actions, outcomes and the monitoring of how maternity SUs and other stakeholders will contribute across the programme. A maternity SU and stakeholder involvement document comprehensively confirms how all stakeholders will be involved across each year of the programme. Condition one is met.

Additional programme documentation details the processes for student feedback. Minutes of meetings confirm the opportunities for students to provide feedback. A student feedback document details the process and strategies to ensure student feedback is listened to and acted upon appropriately. Condition two is met.

Additional programme documentation provides assurance that placement capacity continues to be monitored to ensure that midwifery practice learning environments comply with NMC standards. Condition three is met.

Additional programme documentation, including an implementation plan and timeline, details how the programme team and PLPs ensure that students are supported to achieve competence in the systematic examination of the newborn. Condition four is met.

Revised and additional programme documentation evidence how student placements are mapped to ensure supernumerary status is continuously monitored. Condition five is met.

The AEI has confirmed that the university condition has been met.

The programme is recommended for approval.

AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	17 May 2022

Section three

NMC Programme standards

Please refer to NMC standards reference points

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

[The Future midwife: Standards of proficiency for registered midwives](#) (NMC, 2019)

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

[Standards for student supervision and assessment](#) (NMC, 2018)

[The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates](#) (NMC, 2015 updated 2018)

[Quality assurance framework for nursing, midwifery and nursing associate education](#) (NMC, 2020)

[QA Handbook](#) (NMC, 2020)

Partnerships

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

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

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

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

R2.4 comply with NMC [Standards for student supervision and assessment](#)

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Programme documentation and the approval visit confirms that there's a commitment to partnership working with stakeholders at strategic and operational levels. Stakeholders include PLPs, students, SUs, practice supervisors and practice assessors.

The programme team tell us that SUs, PLPs and students have been involved in curriculum development meetings. They tell us that SUs will be involved in developing learning narratives, provide input into small group teaching sessions as experts by experience, and will be involved in simulated clinical skills assessments including supporting breast feeding. A SU representative was able to describe examples of how they will be involved in future recruitment and selection, teaching and assessment. There's no clear evidence of how stakeholders have contributed to the development of the programme and how they'll be involved in the ongoing future design, recruitment and selection, delivery, assessment and evaluation of the programme. Students, PLPs and SUs tell us that they haven't extensively contributed to the development of the programme. (Condition one)

Programme documentation details the involvement of PLPs in the recruitment and selection process. They engage in recruitment and selection panels. There's evidence of a commitment to include SUs in this process and this is confirmed at the visit. Programme documentation including the MORA confirms that the supervision and assessment process requires SUs to provide feedback on student performance in practice.

There's evidence of inter-professional learning (IPL) appropriate to the programme and profession. Students evidence engagement with IPL opportunities in practice learning environments in the MORA. The programme team tell us about the IPL student conference that enables midwifery students to learn with a variety of students from other disciplines. They describe how midwifery students and students studying in the fields of children's and mental health nursing and health visiting have the opportunity to engage in multi-professional inquiry-based learning scenarios. Multi-professional keynote speakers deliver a range of topics that encourage IPL. Students confirm that there are IPL opportunities; they tell us that they would value further opportunities to learn with and from other professions. The programme team should consider how they can further support students to collaborate and learn with and from other professions. (Recommendation one)

The distinct roles of academic assessors, practice supervisors and practice assessors are clearly detailed in student and practice supervisor and practice assessor facing programme documentation. Students receive feedback on their progression towards achievement from practice supervisors and practice assessors at specific stages in the programme. The MORA and the context document detail how practice learning feedback is recorded and reviewed.

Assessment and feedback processes confirm that individual student learning needs including reasonable adjustments and support needs are supported. School link lecturers support students, midwives, practice supervisors and practice assessors in practice learning environments. They're responsible for providing PLPs with programme updates and undertaking educational audits. Link lecturers are essential to ensuring effective communication between the AEI and practice learning environments. The role is separate to the academic assessor role and is additional to the requirements of the SSSA.

Programme documentation confirms, and senior school staff and PLPs tell us, that if any issues or concerns are identified including any adverse CQC quality reviews these are monitored through a systematic partnership process. Risks that impact on student practice learning are collaboratively managed. This collaboration demonstrates how action plans are implemented and provide assurance that quality of student learning is managed. Programme documentation and the approval visit confirms that processes are in place for students, practice supervisors and practice assessors to raise and escalate any concerns in practice learning environments. Senior AEI staff, the programme team and senior PLPs describe the collaborative reporting and management processes they use to investigate serious untoward incidents, including how they support student concerns.

Students tell us that they receive practice learning opportunities that enable them to experience a range of maternity care and specialist learning experiences. There's a placement plan in place that evidences the student journey for the duration of the programme.

Programme documentation confirms that students complete programme and module evaluations and placement evaluation questionnaires. Student evaluations are reviewed by the programme lead and module leads; these are reported at programme and practice education committee meetings. PLPs, practice supervisors and practice assessors tell us that they receive student practice learning evaluations each month. Some students tell us about issues they've raised through module and placement evaluations. They tell us that they've raised issues that haven't always been addressed by the programme team.
(Condition two)

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 evidence of how stakeholders have contributed to the development of the programme and how they'll be involved in the ongoing future design, recruitment and selection, delivery, assessment and evaluation of the programme. Students, PLPs and SUs tell us that they haven't extensively contributed to the development of the programme.

Condition one: Provide an implementation plan which details how maternity SUs and other stakeholders will be involved in the ongoing future design, recruitment and selection, delivery, assessment and evaluation of the midwifery programme. (SFNME R1.12, R5.5; SPMP R2.4) (NMC and university condition)

Some students tell us about issues they've raised through module and placement evaluations. They tell us that they've raised issues that haven't always been addressed by the programme team.

Condition two: Detail the strategies to ensure students' feedback is listened to and acted upon appropriately by the programme team. (SFNME R4.9, SPMP R2.1) (NMC and university condition)

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: An implementation plan and timeline details the roles and responsibilities in the school for actions, outcomes and the monitoring of how maternity SUs and other stakeholders will contribute across the programme. A maternity SU and stakeholder involvement document comprehensively confirms how all stakeholders will be involved across each year of the programme.

Condition one is now met.

Evidence:

SU implementation plan, undated

Maternity SU and stakeholder involvement document, undated

Condition two: Additional documentation details the processes for ensuring students are able to provide feedback and how this is acted upon and actioned. Extensive minutes of meetings across the AEI and practice settings confirm the involvement of students to ensure the student voice is heard. Reflection space is a confidential online space for midwifery students that's facilitated by external clinical psychologists. A student feedback document details the process and strategies to ensure student feedback is listened to and acted upon appropriately.

Condition two is now met.

Evidence:

Programme committee agenda template, August 2021

Minutes, programme committee, 16 December 2021

Minutes, programme committee, 1 April 2022

Minutes, student-staff liaison committee, 1 December 2021

Minutes, student-staff liaison committee, 7 April 2022

Practice education committee terms of reference and composition 2021-2022, undated

Minutes, practice education committee meeting, 27 January 2022

Minutes, practice education committee meeting, 30 November 2021

Flyer, reflection space, being a midwifery student in 2022, undated

Reducing pre-registration attrition and improving retention project (RePAIR), midwifery student psychological support programme proposal, undated

Minutes, student experience committee, 30 November 2021

Minutes, student experience committee, 25 November 2020

Student feedback tracker, undated

Student experience committee action list 2020-2021, 23 June 2021

Student guide to annual programme evaluation, undated

Guidance for annual programme evaluation, June 2021

Annual programme evaluation, 2020-2021, undated

School-level short student survey report, undated

Midwifery programmes reflective review and action plan, 2 June 2021

Periodic review policy, May 2018

Guidance for periodic review, May 2018

Guidance for student members of periodic review panels, undated

Guidance for students and alumni meeting periodic review panels, undated

Midwifery sites, link lecturer allocations, undated

Link lecturer role profile, November 2017

Link lecturer guide, undated

Summary of incidents in placement report, midwifery 2021-2022, undated

Minutes, PLP meeting, 4 May 2022
Minutes, PLP meeting, 9 May 2022
Practice excellence awards process, November 2019
Student feedback, narrative document, undated

Date condition(s) met: 17 May 2022

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 NO

R1.2 inform the NMC of the name of the lead midwife for education
 YES NO

R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes
 YES NO

R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
 YES NO

R1.5 confirm on entry to the programme that students:

R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document

YES NO

R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife

YES NO

R1.5.3 demonstrate values in accordance with the Code

YES NO

R1.5.4 have capability to learn behaviours in accordance with the Code

YES NO

R1.5.5 have capability to develop numeracy skills required to meet programme outcomes

YES NO

R1.5.6 can demonstrate proficiency in English language

YES NO

R1.5.7 have capability in literacy to meet programme outcomes

YES NO

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

YES NO

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 documentary evidence explicitly details the entry requirements for literacy and numeracy. Arrangements for student support and preparation for developing numeracy, literacy and digital and technological literacy are well established. Numeracy is embedded throughout the midwifery programme in both theory and practice learning and there's evidence of increasing complexity. Students have access to a computer software package; they undertake formative

assessments that support summative assessments. The numeracy summative assessment requires a 100 percent achievement in year three.

Literacy and digital and technological literacy skills development are embedded across programme module delivery and linked to module assessments. Students are required and supported to access a range of digital and online learning platforms including the virtual learning environment (VLE) Moodle. The VLE supports lecture capture using videos and audio recordings, and support student learning, reflection and revision. Academic skills sessions and clinical simulation facilities are used to support and prepare for academic and practice learning and assessment.

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 N/A

A shortened pre-registration midwifery programme isn't 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.

Programme documentation confirms, and the programme team tell us, that existing students won't transfer to the proposed programme. Students tell us that they are aware and agree that they won't transfer to the programme. The LME and programme lead confirm that existing students who have suspended their studies will be supported on an individual basis to return to the current programme.

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

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

All existing pre-registration midwifery students have transferred to the SSSA.

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 26 April 2022

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 2: Curriculum

AEIs together with practice learning partners must:

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

R2.2 ensure that programme learning outcomes reflect the *NMC Standards of proficiency for midwives*

- R2.3 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes
- R2.4 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.5 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice
- R2.6 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
- R2.7 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
- R2.8 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, and comply with Article 40 (1) and satisfy Article 41(1) of Directive 2005/36/EC (see Annexe 1) by meeting the following criteria:
 - R2.9.1 full time education and training as a midwife is a minimum of three years and 4,600 hours, or
 - R2.9.2 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of two years and 3,600 hours, or
 - R2.9.3 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

R2.1 ensure programmes comply with the NMC [Standards framework for nursing and midwifery education](#)

YES NO

R2.1 is not met. Programme documentation confirms that students complete programme and module evaluations and placement evaluation questionnaires. Student evaluations are reviewed by the programme lead and module leads; these are reported at programme and practice education committee meetings. PLPs, practice supervisors and practice assessors tell us that they receive student practice learning evaluations each month. Some students tell us about issues they've raised through module and placement evaluations. They tell us that they've raised issues that haven't always been addressed by the programme team.
(Condition two)

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. The school SU and carer advisory board (SUCAB), reports directly to the school community engagement committee and advises programme and module leads across the school on the requirement to include SUs in the recruitment, teaching and assessment of students. SUs work in an honorary position that recognises their contribution through the SUCAB.

The programme team tell us that maternity SUs will be involved in developing learning narratives and provide input into small group teaching sessions. They will be involved in simulated clinical skills assessments including supporting breast feeding. A SU representative was able to describe examples of how they will be involved in future recruitment and selection, teaching and assessment.

Programme documentation and discussion at the approval visit doesn't clearly provide assurance that there's been SU involvement in the development of the proposed programme. There's no clear documentary evidence to confirm that women, partners, families and advocacy groups have contributed to the design of the programme. Their future role in the ongoing development, delivery and evaluation of the programme isn't clear. Discussion at the approval visit confirms that they haven't been extensively involved in recruitment and selection or delivery 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 is 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.

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 including the MORA confirms that theory and practice learning is appropriately designed and delivered. Students work under the direct supervision of registered midwives who are practice supervisors. The range of practice learning experiences include antenatal, postnatal, intrapartum care and in community settings. There's an opportunity for students to undertake an optional elective placement that's planned, funded and managed by students in close partnership with personal tutors and the placements allocation team.

Programme documentation details learning opportunities and experiences and the variety of practice learning environments that support student learning. PLPs confirm that they provide a range of maternity care experiences including antenatal, postnatal, labour ward and in community settings. Students have ongoing exposure throughout the programme to for example maternal and fetal assessment specialist units, special care baby units, accident and emergency care and theatre settings. The MORA, student and practice supervisor and practice assessor facing documentation details and identifies learning opportunities that support students to meet the SPM.

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. Programme documentation and the approval visit confirm that technology-enhanced and simulated learning opportunities are utilised to support student learning in each year of the programme. Technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment.

Students undertake a range of online computer-based assessments. They tell us that there's a range of appropriate support mechanisms and resources that support simulated, digital and technological learning.

Simulated learning is used to support student preparation for practice learning. It's also used to support the development of complex skills and obstetric emergencies. A range of high, medium and low fidelity simulated learning is evidenced as an integral part of the programme. Simulated learning isn't used to replace practice learning.

Progression towards achievement of the SPM is supported across practice learning environments. There's evidence that students have the opportunity and

are supported to demonstrate those proficiencies that may be challenging to achieve in practice. Students can by exception demonstrate some procedures, including for example perineal suturing or vaginal breech births, through simulation. Simulation resources provide students with the opportunity to record their learning to enable them to receive evidence-based feedback. Simulation facilitators support student debrief and reflection.

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. Programme documentation confirms that the programme structure ensures an equal balance of 50 percent theory and 50 percent practice. There's no compensation across the programme modules. How the programme hours are allocated on the indicative training plan and module specifications could be clearer in student facing documentation. The programme team should consider further enhancing student facing documentation to explicitly evidence for students the equal balance of theory and practice learning. (Recommendation two)

Programme documentation, including the programme handbook and module specifications, demonstrate that wide a range of teaching and learning strategies support achievement of programme outcomes and the SPM. Students engage in enquiry-based learning, a range of online and virtual activities, laboratory practical sessions, simulated clinical skills development and practice learning. Simulation is used as a learning strategy to rehearse the skills students will experience in practice.

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.

R2.9.3 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.

YES NO N/A

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

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

YES NO

There's no clear documentary evidence to confirm that women, partners, families and advocacy groups have contributed to the design of the programme. Their future role in the ongoing development, delivery and evaluation of the programme isn't clear. (Condition one)

Some students tell us about issues they've raised through module and placement evaluations. They tell us that they've raised issues that haven't always been addressed by the programme team. (Condition two)

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to assessment are met

YES NO

Outcome

Is the standard met?

MET NOT MET

There's no clear documentary evidence to confirm that women, partners, families and advocacy groups have contributed to the design of the programme. Their future role in the ongoing development, delivery and evaluation of the programme isn't clear.

Condition one: Provide an implementation plan which details how maternity SUs and other stakeholders will be involved in the ongoing future design, recruitment and selection, delivery, assessment and evaluation of the midwifery programme. (SFNME R1.12, R5.5; SPMP R2.4) (NMC and university condition)

Some students tell us about issues they've raised through module and placement evaluations. They tell us that they've raised issues that haven't always been addressed by the programme team.

Condition two: Detail the strategies to ensure students' feedback is listened to and acted upon appropriately by the programme team. (SFNME R4.9; SPMP R2.1) (NMC and university condition)

Date: 26 April 2022

Post event review

Identify how the condition(s) is met:

Condition one: An implementation plan and timeline details the roles and responsibilities in the school for actions, outcomes and the monitoring of how maternity SUs and other stakeholders will contribute across the programme. A maternity SU and stakeholder involvement document comprehensively details how all stakeholders will be involved across each year of the programme.

Condition one is now met.

Evidence:

SU implementation plan, undated

Maternity SU and stakeholder involvement document, undated

Condition two: Additional documentation details the processes for ensuring students are able to provide feedback and how this is acted upon and actioned. Extensive minutes of meetings across the AEI and practice settings confirm the involvement of students to ensure the student voice is heard. Reflection space is a confidential online space for midwifery students that's facilitated by external clinical psychologists. A student feedback document details the process and strategies to ensure student feedback is listened to and acted upon appropriately.

Condition two is now met.

Evidence:

Programme committee agenda template, August 2021

Minutes, programme committee, 16 December 2021

Minutes, programme committee, 1 April 2022

Minutes, student-staff liaison committee, 1 December 2021

Minutes, student-staff liaison committee, 7 April 2022

Practice education committee terms of reference and composition 2021-2022, undated

Minutes, practice education committee meeting, 27 January 2022

Minutes, practice education committee meeting, 30 November 2021

Flyer, reflection space, being a midwifery student in 2022, undated

RePAIR, midwifery student psychological support programme proposal, undated

Minutes, student experience committee, 30 November 2021

Minutes, student experience committee, 25 November 2020

Student feedback tracker, undated

Student experience committee action list 2020-2021, 23 June 2021

Student guide to annual programme evaluation, undated

Guidance for annual programme evaluation, June 2021

Annual programme evaluation, 2020-2021, undated

School-level short student survey report, undated

Midwifery programmes reflective review and action plan, 2 June 2021
 Periodic review policy, May 2018
 Guidance for periodic review, May 2018
 Guidance for student members of periodic review panels, undated
 Guidance for students and alumni meeting periodic review panels, undated
 Link lecturer allocation for midwifery sites, undated
 Link lecturer role profile, November 2017
 Link lecturer guide, undated
 Summary of incidents in placement report, midwifery 2021-2022, undated
 Minutes, PLP meeting, 4 May 2022
 Minutes, PLP meeting, 9 May 2022
 Practice excellence awards process, November 2019
 Student feedback, narrative document, undated

Date condition(s): 17 May 2022

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

Standard 3: Practice learning

AEIs together with practice learning partners must:

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

Findings against the standard and requirements

Provide an 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. Student achievement of SPM and the United Nations Children's Fund UK baby friendly initiative is documented in the MORA. The MORA context document provides programme details, the arrangement of proficiencies in each part of the programme and how student progression is monitored and managed through the programme. Domains one to five of the SPM are mapped within programme documentation. The skills detailed in domain six must be evidenced in the MORA.

Practice learning environment educational audits are undertaken in partnership with link lecturers and PLPs. Link lecturers support students, practice supervisors and practice assessors; the role includes responsibility for responding to any concerns raised by students or practice staff. There are processes in place to manage and escalate practice learning concerns and to ensure that placement capacity is managed. Programme documentation evidences the procedures in place for escalating concerns about safe and effective care. These are communicated in student facing documentation. PLPs tell us about the mechanisms used for the early identification and escalation of concerns.

PLPs confirm the range of practice learning opportunities that enable students to meet the SPM. Students tell us that practice learning environments meet the range of maternity care and that they are able to meet the programme requirements. Programme documentation confirms that student practice learning placement allocation is a joint AEI and PLP responsibility. Senior PLPs tell us that this partnership approach is effective to ensure placement capacity is monitored. Practice supervisors and practice assessors confirm that students are supervised and assessed to ensure that they meet the SPM. Some practice supervisors and practice assessors tell us about how challenging it has been at times to support an increasing number of students in practice. (Condition three)

Programme documentation and PLPs tell us that all students access learning opportunities with practice supervisors and practice assessors who support them to achieve the systematic examination of the newborn. PLP leads do tell us about challenges they have experienced in supporting some students to achieve competence in the systematic examination of the newborn in practice. They tell us that they have some staff who aren't fully competent to be able to support students to undertake the learning and assessment for the systematic examination of the newborn. (Condition four)

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

MET **NOT MET**

R3.2 is met. The programme specification and student handbook detail holistic midwifery care as a required programme learning outcome. The MORA confirms that students experience and demonstrate involvement in providing holistic care to women, newborn infants, partners and families. The role of the midwife is embedded throughout the programme and evidenced in the indicative content, theoretical and practice learning and the programme learning outcomes.

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. The MORA requires students to record and reflect on IPL experiences with members of the multidisciplinary team. This provides the opportunity for students to self-evaluate and reflect on practice learning experiences.

Programme documentation and the programme team confirm that students engage in IPL opportunities across the programme. There's documentary evidence of an IPL student conference that enables midwifery students to learn with a variety of students from other disciplines. Students confirm that there are IPL opportunities and tell us how they learn alongside multidisciplinary teams in practice learning environments. They're required to complete an IPL workbook. Students tell us that they would value further opportunities to learn with and from other professions, particularly as part of simulation-based learning sessions. The programme team should consider how they can further support students to collaborate and learn with and from other professions. (Recommendation one)

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

MET **NOT MET**

R3.4 is met. Programme documentation confirms that continuity of midwifery carer is embedded across the programme. Module specifications detail how this is achieved in theory and practice. Students are supported by personal tutors and practice supervisors to work with between eight and 10 continuity of midwifery carer clients throughout the duration of the programme. The placement allocation model and discussion with PLPs provides assurance that all students are provided with learning opportunities to support achievement of the proficiencies related to continuity of midwifery carer.

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 utilises a number of practice learning environments across an extensive geographical area that encompass diverse populations and client groups. Students have the opportunity to access non-midwifery practice learning environments that enable them to increase experiences of working with vulnerable people. There's assurance that PLPs who support student learning have midwifery led and continuity of carer service provision available to ensure students have appropriate learning opportunities.

The MORA requires students to record and reflect on practice learning experiences. They must demonstrate how they adhere to the professional values of the Code (NMC, 2018). 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. Programme documentation confirms that learning opportunities enable students to develop the knowledge, skills and behaviours required when caring for women and newborn infants when complications and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual factors.

The curriculum is designed to build upon topics that increase in complexity and reinforce previous learning. Students develop a fundamental knowledge base of midwifery practice in year one. They continue to engage with and build on this learning in subsequent years. They are supported to develop the clinical decision making and autonomous practice skills required to manage the increased complexity of caring for women and newborn infants.

The MORA enables students to document their developing knowledge and understanding when caring for women and newborn infants with additional needs. The MORA interim reviews and holistic assessments require students to be assessed against the professional behaviours required of a registered midwife.

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 confirms, and the programme team and PLPs tell us, that effective processes are established to ensure that students' individual needs and personal circumstances are considered in the allocation of practice learning placements. This includes making reasonable adjustments for individual learning and physical needs. Students tell us that their individual needs are considered and are clearly detailed in student facing documents. They describe examples of how the midwifery programme team support them and adjustments that have been made to support them. They tell us that the midwifery academic team provide effective support if they have any personal or professional concerns.

PLPs explain how arrangements for exceptional circumstances and reasonable adjustments are managed and how they communicate with the programme team. They clearly detail the support processes in practice learning environments. They confirm effective partnership working with midwifery link tutors to agree any practice learning adjustments that facilitate and support student learning. The MORA includes a section 'about me' that facilitates information sharing between students and practice learning environments and further supports individual need 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

R3.9 is not met. Programme documentary evidence confirms that there are processes in place to monitor and ensure that students are supernumerary in practice. However, some students tell us that they haven't always experienced supernumerary practice learning. (Condition five)

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

Practice supervisors and practice assessors confirm that students are supervised and assessed to ensure that they meet the SPM. Some practice supervisors and practice assessors tell us about how challenging it has been at times to support an increasing number of students in practice. (Condition three)

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to practice learning are met

YES NO

PLP leads tell us about challenges they have experienced in supporting some students to achieve competence in the systematic examination of the newborn in practice. They tell us that they have some staff who aren't fully competent to be able to support students to undertake the learning and assessment for the systematic examination of the newborn. (Condition four)

Outcome

Is the standard met?

MET **NOT MET**

Practice supervisors and practice assessors tell us about how challenging it has been at times to support an increasing number of students in practice.

Condition three: Provide evidence of how placement capacity is monitored to ensure midwifery practice learning environments comply with NMC standards. (SFNME R3.1; SPMP R3.1) (NMC and university condition)

PLP leads tell us about challenges they have experienced in supporting some students to achieve competence in the systematic examination of the newborn in practice. They tell us that they have some staff who aren't fully competent to be able to support students to undertake the learning and assessment for the systematic examination of the newborn.

Condition four: The programme team will work with PLPs to develop, implement, monitor and review the strategy for competence in systematic examination of the newborn in practice and ensure that students are supported in practice to achieve competence. (SSSA R1.3; SPMP R3.1, R4.2, R4.3) (NMC and university condition)

Programme documentary evidence confirms that there are processes in place to monitor and ensure that students are supernumerary in practice. However, some students tell us that they haven't always experienced supernumerary practice learning.

Condition five: The AEI, in partnership with PLPs, must demonstrate the process of assuring students' supernumerary status for the required 2,300 programme hours. (SPMP R3.9) (NMC and university condition)

Date: 26 April 2022

Post event review

Identify how the condition(s) is met

Condition three: Additional programme documentation provides assurance that placement capacity continues to be monitored to ensure that midwifery practice learning environments comply with NMC standards. Mapping documentation details how placement capacity is managed. Minutes of regional meetings confirm that placement capacity is monitored in partnership with PLPs.

Condition three is now met.

Evidence:

Minutes, London healthcare education group (LHEG) autumn meeting, 2 December 2021
Terms of reference, LHEG, 2022-2023, undated
Pan-London practice learning environment audit, 9 September 2021
Placements strategic oversight group agenda, 10 November 2021
Placements strategic oversight group members list, undated
Minutes, HEE, pan-London healthcare education alliance meeting, 8 March 2022
Mapping document, student placements, Newham University Hospital, undated
Mapping document, labour ward, undated
Minutes, PLP meeting, 4 May 2022
Minutes, PLP meeting, 9 May 2022
Pan-London practice learning environment audit template, undated
Practice assessor database intrapartum and community, undated
Midwifery sites, link lecturer allocations, undated
Link lecturer role profile, November 2017
Link lecturing guide, undated
Summary of incidents in placement report, midwifery 2021-2022, undated
Practice advisory boards terms of reference and composition 2021-2022, undated
Practice advisory board agenda template, undated
Minutes, practice education committee meeting, 27 January 2022
Placement capacity monitoring narrative document, undated

Condition four: Minutes of meetings with PLPs confirm a partnership approach is in place. The programme team and PLPs will work to implement, monitor and review the strategy that ensures midwives are competent to support students to achieve the systematic examination of the newborn in practice. An implementation plan and timeline details how this will be operationalised.

Condition four is now met.

Evidence:

Minutes, PLP meeting, 4 May 2022
Minutes, PLP meeting, 9 May 2022
Implementation plan, systematic examination of the newborn, academic years, 2021-2022, 2022-2023, 2023-2024, undated
Competence for systematic examination of the newborn, narrative document, undated

Condition five: Revised and additional programme documentation evidence how student placements are mapped to ensure supernumerary status is monitored and managed. Minutes of meetings with PLPs confirm that the programme team and PLPs have strategies in place to ensure the supernumerary status of students is maintained. Revised student handbooks detail what supernumerary status means for students.

Condition five is now met.

Evidence:

Minutes, PLP meeting, 4 May 2022

Minutes, PLP meeting, 9 May 2022

Mapping document, student placements, Newham University Hospital, undated

Mapping document, labour ward, undated

Screenshot, Pan-London practice learning group SSSA training resources, undated

Revised, student handbook, Newham University Hospital, undated

Revised, student handbook, Whipps Cross University Hospital, undated

University College London Hospitals NHS Foundation Trust (UCLH), student midwife induction programme, 6 December 2021

Screenshot, UCLH, student practice learning agreement, undated

Screenshot, Barts Health NHS Trust, student feedback form, undated

Midwifery sites, link lecturer allocations, undated

Link lecturer role profile, November 2017

Link lecturing guide, undated

Practice education lead role profile, undated

Summary of incidents in placement report, midwifery 2021-2022, undated

Supernumerary status, narrative document, undated

Date condition(s): 17 May 2022

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 confirms that procedures and policies are in place to demonstrate how support, supervision, learning opportunities and assessment comply with the SFNME. There's a fitness to practise policy; the process is clearly detailed in student facing documents. Students confirm that they are informed of and understand this when they undertake preparation for practice at the start of the programme.

The programme specification confirms that students can access academic tutors who provide specific academic support. There's a range of wider AEI student support services. Students confirm the effectiveness of student services in the support of academic writing and skills development.

The programme team curricula vitae demonstrate that the programme is delivered by suitably qualified educators. The programme team tell us that there's a plan in place for academic assessor allocation. This will ensure a different academic assessor for each part of the programme. Senior school staff and the programme team confirm that there's appropriate academic resources to support the programme.

Programme documentation confirms that there's a process in place if students raise any concerns in practice learning environments; students and PLPs confirm the process. The process if there are any causes for concern about student conduct or performance, including fitness to practise, is clearly detailed in practice supervisor and practice assessor facing documentation.

Students must complete the MORA to evidence learning in practice. They are assessed at each stage of the programme by practice assessors who work in partnership with practice supervisors to ensure that there's evidence of progression towards achievement of the SPM. Academic assessors verify student achievement in the practice learning environment. Progression and achievement are recorded in the MORA.

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. Programme documentation confirms that academic and practice support, supervision, learning opportunities and assessment are available to students. The roles and process of communication and engagement between practice supervisors, practice assessors and academic assessors is clearly detailed in the MORA. Processes are in place that ensure there's a partnership approach to the supervision and assessment of students in each part of the programme. The nominated person in each practice learning environment is identified in the MORA. The MORA is used to guide and record student practice learning and progression towards achievement of the SPM.

Programme documentation confirms that there are sufficient appropriately prepared practice supervisors, practice assessors and academic assessors to support delivery of practice learning. Practice supervisors and practice assessors confirm that they're prepared to support students. While it's clear that practice supervisors and practice assessors are prepared to support students, PLP leads tell us about challenges they have experienced in supporting some students to achieve competence in the systematic examination of the newborn in practice. They tell us that they have some staff who aren't fully competent to be able to support students to undertake the learning and assessment for the systematic examination of the newborn. (Condition four)

Students tell us that they know about the SSSA roles and that the SSSA is implemented in the current programme. Practice supervisors support practice learning opportunities; they record and report student progression in the MORA. Practice assessors assess progression and achievement, academic assessors oversee student progression and achievement. Personal academic tutors provide students with additional pastoral support.

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 confirms that the programme is fully mapped to the SPM. Domains one to five are mapped and the skills detailed in domain six are clearly evidenced in the MORA. An external examiner is appointed to the programme.

The MORA details and records progression and achievement of the SPM in each part of the programme. If there's a student concern, practice assessors and academic assessors work in partnership in the decision-making process. Practice learning environment experiences are monitored by link lecturers, ensuring students have appropriate learning experiences to meet the SPM.

PLP leads tell us about challenges they have experienced in supporting some students to achieve competence in the systematic examination of the newborn in practice. They tell us that they have some staff who aren't fully competent to be able to support students to undertake the learning and assessment for the systematic examination of the newborn. (Condition four)

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

MET **NOT MET**

R4.4 is met. Programme documentation and the approval visit confirm that there are processes in place that ensure students receive theory and practice feedback. There's evidence of a commitment to ensure that standard AEI feedback mechanisms are achieved in a timely manner. Formative feedback supports the preparation for summative assessments. Students receive commentary feedback on academic assessments that identify areas of strength and areas for development. Students confirm that they receive feedback and that this supports their development.

Practice supervisors provide ongoing feedback to students and practice assessors on progression and formative assessments in the MORA. Practice supervisors, practice assessors and academic assessors confirm that they are responsible for providing feedback on practice learning progression towards achievement of the SPM. The MORA requires that practice supervisors and practice assessors record ongoing practice learning formative and summative feedback.

SUs, including women and their families, are asked to provide student feedback on their practice performance as part of the MORA. Practice supervisors must ensure that they gain SU consent before they are asked to provide feedback.

Evidence provides assurance that the following requirements are met

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

YES **NO**

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

YES **NO**

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

YES NO

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

YES NO

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

YES NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to supervision and assessment are met

YES NO

PLP leads tell us about challenges they have experienced in supporting some students to achieve competence in the systematic examination of the newborn in practice. They tell us that they have some staff who aren't fully competent to be able to support students to undertake the learning and assessment for the systematic examination of the newborn. (Condition four)

Outcome

Is the standard met?

MET NOT MET

PLP leads tell us about challenges they have experienced in supporting some students to achieve competence in the systematic examination of the newborn in practice. They tell us that they have some staff who aren't fully competent to be able to support students to undertake the learning and assessment for the systematic examination of the newborn.

Condition four: The programme team will work with PLPs to develop, implement, monitor and review the strategy for competence in systematic examination of the newborn in practice and ensure that students are supported in practice to achieve competence. (SSSA R1.3; SPMP R3.1, R4.2, R4.3) (NMC and university condition)

Date: 26 April 2022

Post event review

Identify how the condition(s) is met:

Condition four: Minutes of meetings with PLPs confirm that a partnership approach is in place. The programme team and PLPs work to implement, monitor and review

the strategy that ensures midwives are competent to support students to achieve the systematic examination of the newborn in practice. An implementation plan and timeline details how this will be operationalised.

Condition four is now met.

Evidence:

Minutes, PLP meeting, 4 May 2022

Minutes, PLP meeting, 9 May 2022

Implementation plan, systematic examination of the newborn, academic years, 2021-2022, 2022-2023, 2023-2024, undated

Competence for systematic examination of the newborn, narrative document, undated

Date condition(s) met: 17 May 2022

Revised outcome after condition(s) met:

MET **NOT MET**

Standard 5: Qualification to be awarded

AEIs together with practice learning partners must:

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

R5.2 notify students during and before completion of the programme that they have [five years](#) to apply to register with the NMC if they wish to rely on this qualification¹. 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 qualification². In the event of a student failing to register their qualification

<p>within five years they will have to undertake additional education and training or gain such experience as specified in our standards.</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Fall Back Award</p> <p>If there is a fall back exit award with registration as a midwife all NMC standards and proficiencies are met within the award.</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p> <p>There are no fall back exit awards with registration as a midwife.</p>	
<p>Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Outcome</p>	
<p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>	
<p>Date: 26 April 2022</p>	
<p>Post event review</p>	
<p>Identify how the condition(s) is met:</p> <p>N/A</p>	
<p>Date condition(s) met:</p> <p>N/A</p>	
<p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/></p> <p>N/A</p>	

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<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.		
<p>List additional documentation:</p> <p>Post visit documentation:</p> <p>SU implementation plan, undated</p> <p>Maternity SU and stakeholder involvement, document, undated</p> <p>Programme committee agenda template, August 2021</p> <p>Minutes, programme committee, 16 December 2021</p> <p>Minutes, programme committee, 1 April 2022</p> <p>Minutes, student-staff liaison committee, 1 December 2021</p> <p>Minutes, student-staff liaison committee, 7 April 2022</p> <p>Practice education committee terms of reference and composition 2021-2022, undated</p> <p>Minutes, practice education committee meeting, 27 January 2022</p> <p>Minutes, practice education committee meeting, 30 November 2021</p> <p>Flyer, reflection space, being a midwifery student in 2022, undated</p> <p>RePAIR, midwifery student psychological support programme proposal, undated</p> <p>Minutes, student experience committee, 30 November 2021</p> <p>Minutes, student experience committee, 25 November 2020</p> <p>Student feedback tracker, undated</p> <p>Student experience committee action list 2020-2021, 23 June 2021</p> <p>Student guide to annual programme evaluation, undated</p> <p>Guidance for annual programme evaluation, June 2021</p> <p>Annual programme evaluation, 2020-2021, undated</p> <p>School-level short student survey report, undated</p> <p>Midwifery programmes reflective review and action plan, 2 June 2021</p> <p>Periodic review policy, May 2018</p> <p>Guidance for periodic review, May 2018</p> <p>Guidance for student members of periodic review panels, undated</p> <p>Guidance for students and alumni meeting periodic review panels, undated</p> <p>Midwifery sites, link lecturer allocations, undated</p> <p>Link lecturer role profile, November 2017</p> <p>Link lecturer guide, undated</p> <p>Summary of incidents in placement report, midwifery 2021-2022, undated</p> <p>Minutes, PLP meeting, 4 May 2022</p> <p>Minutes, PLP meeting, 9 May 2022</p> <p>Practice excellence awards process, November 2019</p> <p>Student feedback, narrative document, undated</p> <p>Minutes, LHEG autumn meeting, 2 December 2021</p> <p>Terms of reference, LHEG, 2022-2023, undated</p> <p>Pan-London practice learning environment audit, 9 September 2021</p> <p>Placements strategic oversight group agenda, 10 November 2021</p> <p>Placements strategic oversight group members list, undated</p> <p>Minutes, HEE, pan-London healthcare education alliance meeting, 8 March 2022</p>		

Mapping document, student placements, Newham University Hospital, undated
 Mapping document, labour ward, undated
 Pan-London practice learning environment audit template, undated
 Practice assessor database intrapartum and community, undated
 Link lecturing guide, undated
 Practice advisory boards terms of reference and composition 2021-2022, undated
 Practice advisory board agenda template, undated
 Placement capacity monitoring narrative document, undated
 Implementation plan, systematic examination of the newborn, academic years,
 2021-2022, 2022-2023, 2023-2024, undated
 Competence for systematic examination of the newborn, narrative document,
 undated
 Screenshot, Pan-London practice learning group SSSA training resources,
 undated
 Revised, student handbook, Newham University Hospital, undated
 Revised, student handbook, Whipps Cross University Hospital, undated
 UCLH, student midwife induction programme, 6 December 2021
 Screenshot, UCLH, student practice learning agreement, undated
 Screenshot, Barts Health NHS Trust, student feedback form, undated
 Practice education lead role profile, undated
 Supernumerary status, narrative document, undated
 Confirmation document that the university condition has been met, undated

Additional comments:

None identified.

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<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: Bachelor of Science with Honours ((BSc (Hons)) midwifery, year two x 20 BSc (Hons) midwifery, year three x one Newly qualified midwife x one		
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 checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: Barts Health NHS Trust, CQC inspection report, 12 February 2019 Bedford Hospital, CQC inspection report, 12 August 2021 Brook Drive, CQC inspection report, 11 January 2019 Cygnet Hospital, Beckton, CQC inspection report, 3 March 2022 Edith Shaw Hospital CQC inspection report, 28 October 2021 John Munroe Hospital – Rudyard, CQC inspection report, 28 October 2021 Luton and Dunstable University Hospital NHS Foundation Trust CQC inspection report, 7 December 2018 Priory Hospital Arnold CQC inspection report, 22 July 2021 The Priory Hospital Hayes Grove CQC inspection report, 7 June 2021 The Royal Free Hospital CQC inspection report, 27 August 2021 Whipps Cross University Hospital CQC inspection report, 18 November 2021		
If you stated no above, please provide the reason and mitigation: The AEI is established, therefore visits weren't required.		
Additional comments: None identified.		

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Issue record

Final Report

Author(s):	Rachael Spencer Penny Goacher	Date:	1 May 2022
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