

**Programme approval report**

**Section one**

<b>Programme provider name:</b>	Middlesex University
<b>Programme reviewed:</b>	Registered Midwife - 18M <input checked="" type="checkbox"/> Registered Midwife - 24M <input type="checkbox"/> Registered Midwife - 36M <input checked="" type="checkbox"/> Registered Midwife - degree apprentice <input type="checkbox"/>
<b>Title of programme(s):</b>	BSc (Hons) Midwifery BSc (Hons) Midwifery - Short Course
<b>Academic levels:</b>	
Registered Midwife - 18M	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 - 24M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 36M	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - degree apprentice	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
<b>Date of approval visit:</b>	15 March 2022

<p><b>Programme start date:</b></p> <p>Registered Midwife – 18M Registered Midwife – 24 M Registered Midwife – 36 M Registered Midwife – degree apprentice</p>	<table border="1"> <tr> <td data-bbox="740 367 1082 416">12 September 2022</td> </tr> <tr> <td data-bbox="740 416 1082 465"></td> </tr> <tr> <td data-bbox="740 465 1082 515">12 September 2022</td> </tr> <tr> <td data-bbox="740 515 1082 564"></td> </tr> </table>	12 September 2022		12 September 2022	
12 September 2022					
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<p><b>QA visitor(s):</b></p>	<p>Registrant Visitor: Nicola Clark Lay Visitor: Doug Carr</p>				

**Section two**

**Summary of review and findings**

Middlesex University (MU) is an established and experienced approved education institution (AEI). The school of health and education is responsible for the midwifery provision which sits in the faculty of health, social care and education.

MU proposes a pre-registration midwifery programme with two routes for approval against the Nursing and Midwifery Council (NMC), Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and Standards of proficiency for midwives (SPM) (NMC, 2019). The proposed routes include a full-time undergraduate three-year BSc (Hons) midwifery route and a full-time undergraduate 86-week BSc (Hons) shortened route for adult nurses. Both routes lead to professional registration as a midwife.

Both routes propose one intake across one site at the Hendon campus commencing in September 2022. Student numbers are agreed in advance of each academic year in response to the Health Education England (HEE) midwifery expansion project.

The two routes are adopting the midwifery ongoing record of achievement (MORA) for the assessment of practice and from September 2022 will be using My Knowledge Map as the online platform.

The MORA is the product of a collaborative development based on the established pan London model. The development of the MORA used regional stakeholder engagement including all lead midwives for education (LMEs) in England and Northern Ireland and is supported by HEE.

Documentation for the programme indicates curriculum content, modes of delivery and practice experiences are designed to meet the Standards for student supervision and assessment (SSSA), (NMC, 2018) and the SPMP.

Programme documentation and the approval visit indicate effective partnerships between MU, students, practice learning partners (PLPs) and service users and carers (SUCs), although partnership and co-production with SUCs appears limited. Senior faculty and PLPs agree to support practice learning opportunities and the continued application of the SSSA, with all but one of the six partner trusts taking students from both routes.

There's evidence of effective communication systems to manage practice learning risks. Educational audits of practice areas are undertaken every two years and are available to view on the virtual learning environment, MyLearning on the UniHub.

In view of adverse Care Quality Commission (CQC) reports, MU works collaboratively with trust partners and the LME in other relevant universities if that placement area is shared. An action plan is developed with notification to the NMC through exceptional reporting.

Recognition of prior learning (RPL) isn't available for pre-registration midwifery programmes and advanced standing through being a registered adult nurse on the NMC professional register confers eligibility for the shortened route.

No students will be transferring to the proposed programme.

This visit is undertaken by remote means.

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

The programme is recommended for approval subject to five NMC conditions and one university condition. One NMC recommendation is made.

**Recommended outcome of the approval panel**

**Recommended outcome to the NMC:**

- Programme is recommended to the NMC for approval
- Programme is recommended for approval subject to specific conditions being met
- Recommended to refuse approval of the programme

**Conditions:**

- Effective partnership working: collaboration, culture, communication and resources:**  
Condition four: To demonstrate how SUCs contribute to the midwifery programme. (SPMP R2.4; SFNME R1.12)
- Selection, admission and progression:**  
Condition one: To amend the MORA context document to effectively detail the progression requirements for student midwives in each year of the programme, including how continuity of care and systematic physical examination of the new born are to be met. (SPMP R3.1; SFNME R2.2)
- Practice learning:**  
Condition five: To produce a plan of how PLPs will be supported with the training and implementation of the

	<p>MORA and the online platform, prior to the programme starting. (SPMP R4.1)</p> <p><b>Assessment, fitness for practice and award:</b> Condition two: To correct the percentage weighting of the MORA in the relevant modules and remove the duplication of the systematic physical examination of the new born assessment in theory. (SFNME R5.8; SPMP R2.1)</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition three: To provide a clear plan that demonstrates how inter-professional learning (IPL) will be implemented within both routes of the pre-registration midwifery programme. (SPMP R3.3; SFNME R3.16)</p> <p>Condition six: To review and amend all theoretical assessments to ensure they are appropriate for the level of study and in meeting the articulated learning outcomes. (University condition)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>11 May 2022</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: Consider making the number of programme hours per week for the short programme more explicit within the programme documentation. (SPMP R2.8)</p>
<p><b>Focused areas for future monitoring:</b></p>	<ul style="list-style-type: none"> <li>• The roll out of the training and implementation of the MORA document.</li> <li>• Placement capacity and student midwife numbers.</li> <li>• The capability of the placement areas to assess student’s proficiency with the systematic physical examination of the new born.</li> <li>• The impact of the non-maternity placements on the student’s achievement of proficiencies.</li> </ul>

**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions:**

MU has evidenced through revised programme documentation how the NMC conditions have been met.

The amended MORA context document clearly details the progression requirements for student midwives in each year of their programme. Both continuity of carer and systematic physical examination of the new born requirements are explicit. Condition one is now met.

The amended module narratives for both routes detail the corrected percentage weighting for the MORA within relevant module assessments and the duplication of the assessment of the systematic physical examination of the new born removed. Condition two is now met.

A newly developed document clearly identifies how student midwives on both routes will experience IPL in both theory and practice. Condition three is now met.

A revised and updated action plan on SUC involvement has been provided. This includes the introduction of a dedicated SUC champion who provides an annual report on adherence to the action plan and the creation of a database to monitor SUC involvement and appropriate training activities. Condition four is now met.

New and updated documentation evidences how PLPs are trained and supported with the implementation of the eMORA. There is a dedicated project manager, as part of the practice-based learning team, three midwifery lecturer ambassadors, of which one has protected hours who are responsible for this. Condition five is now met.

The university has confirmed that the one university condition is now met.

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

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>

**Date condition(s) met:**

11 May 2022

### **Section three**

<b>NMC Programme standards</b>
<p>Please refer to NMC standards reference points  <a href="#">Standards for pre-registration midwifery programmes</a> (NMC, 2019)  <a href="#">The Future midwife: Standards of proficiency for registered midwives</a> (NMC, 2019)  <a href="#">Standards framework for nursing and midwifery education</a> (NMC, 2018)  <a href="#">Standards for student supervision and assessment</a> (NMC, 2018)  <a href="#">The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</a> (NMC, 2015 updated 2018)  <a href="#">Quality assurance framework for nursing, midwifery and nursing associate education</a> (NMC, 2020)  <a href="#">QA Handbook</a> (NMC, 2020)</p>

<b>Partnerships</b>
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><a href="#">Standards framework for nursing and midwifery education</a> (NMC, 2018)</p> <p><b>Standard 1: The learning culture:</b></p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p><b>Standard 2: Educational governance and quality:</b></p> <p>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</p> <p>R2.4 comply with NMC <a href="#">Standards for student supervision and assessment</a></p> <p>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</p> <p>R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation</p> <p>R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection</p>

**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.**

Documentation and the visit confirm that MU is committed to partnership working with stakeholders in the development, delivery and evaluation of the programmes at both strategic and operational levels. MU identifies engagement with SUCs as coproduction and is primarily focused on recruitment of students; facilitating learning; participation in curriculum development and involvement in the assessment of students, for example with objective structural clinical examination (OSCE).

A strategy document, that has been reviewed and updated in January 2022 details how SUCs interact with programmes and recognises the contribution made by SUCs in healthcare settings. Documentation and the SUCs tell us of an annual event for SUCs where information and advice are provided, for example, with session preparation and feedback. This is organised via the school SUC co-ordinator.

A range of SUC groups are in operation across the school of health and education and work closely with a school-based service user steering group (SUSG) which steers activity and maximises the potential and input, of service users to programmes. SUCs are directly represented on the SUSG and are also represented on the schools, fitness for practise panels. The SUC strategy has been updated and reviewed in January 2022.

SUCs at the approval visit tell us that they are involved in teaching sessions and in student recruitment on other programmes, but there is limited involvement with the development, delivery and evaluation of the midwifery programme. (Condition four)

MU works in partnership with six NHS trust partners and the PLPs tell us that they have a robust partnership working with MU. The programme team and the PLPs tell us that MU has provided clinical teacher posts in three trusts, to provide additional support for the students when on placement. The programme team at the visit confirm collaboration with other AEs who share placements with MU. There is a Middlesex advisory group where the programme team, including the link lecturers and clinical practice facilitators (CPFs) meet monthly, there are regular meetings between the LME and the heads of midwifery in addition to a strategic partnership board which the LME attends.

Student engagement is through a combination of ways: there are internal and external surveys, the student voice and programme voice groups. Programme voice groups provide a forum in which student voice leaders and academic staff can discuss areas of good practice and aspects which may require improvement in order to enhance the student experience. Student staff forums are also in place which aim to improve the partnership working between staff and students and serves as a key mechanism for engaging with students and building a sense of community.

The design of the midwifery programme reflects national and professional work force strategies and seeks to provide opportunities for IPL in both practice and theory learning settings. Areas of IPL activity centre on content that is shared with other healthcare practitioners, with flexible learning opportunities that allow students to choose topics which suit their own interests.

IPL at MU is strengthened through externally funded projects such as My Care Academy and the 'strengthening team-based education in practice' project. These seek to foster student focused blog activity, critical dialogue and problem-solving skills. There is guidance on maximising these opportunities for IPL within the midwifery programme handbook though timetabled sessions are not evidenced and the shared topic sessions online are not interactive. (Condition three)

In relation to assessment, mechanisms are in place to provide students with both formative and summative assessments throughout the programme. The SSSA is currently being implemented for all students on midwifery programmes at the AEI following a major modification in 2019, with a nominated person in each trust working to support students, practice supervisors and practice assessors. Documentation and the visit confirm that practice supervisors and practice assessors undergo training for their roles, are allocated appropriately and tell us there are sufficient midwives to support practice learning.

The MORA evidences the involvement of SUCs and students in the feedback, supervision and assessment processes. Opportunities for IPL for students within the practice learning setting is evidenced within the MORA documentation and any non-midwifery placements. Documentation shows that students receive feedback from their practice assessor and practice supervisor at specific stages as identified within the MORA. The assessment and feedback processes indicate that the student's individual learning needs are considered, including reasonable adjustments and support needs. The programme team tell us that the assessment within the MORA is ungraded and will move to the online platform, My Knowledge Map. PLPs at the visit tell us they are not familiar with the MORA document nor the online platform. (Condition five)

Students work and learn from a range of people in a variety of practice placements to prepare them to provide care for women and families with diverse needs. Placements are co-ordinated by the MU placement's allocation team, which includes CPF's. There is an educational link team in each trust, led by the academic practice lead, supported by the link lecturers with audit being completed using a pan London multi-professional document.

MU is committed to inclusive practice with embodied and structural racism being addressed within the curriculum and with language and terminology used being reviewed by the strategic networks within the AEI.

There is a robust process to manage adverse CQC reporting. If concerns are raised, an action plan is developed by collaborative working with the trust, the LME and other AEIs if required, with subsequent exception reporting to the NMC as appropriate. This is an agenda item at the service and education meetings, at which students also attend.

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**

The curriculum does not detail identified or timetabled IPL sessions within the midwifery programme.

Condition three: To provide a clear plan that demonstrates how IPL will be implemented within both routes of the pre-registration midwifery programme. (SPMP R3.3; SFNME R3.16)

There is limited evidence of the involvement of SUCs with the development, delivery and evaluation of the midwifery programmes.

Condition four: To demonstrate how SUCs contribute to the midwifery programme. (SPMP R2.4; SFNME R1.12)

The PLPs at the visit tell us that they are not familiar with the MORA document or the proposed online platform.

Condition five: To produce a plan of how PLPs will be supported with the training and implementation of the MORA and the online platform, prior to the programme starting. (SPMP R4.1)

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:**

A newly developed document clearly identifies how student midwives on both routes will experience IPL in both theory and practice. Condition three is now met.

Evidence:

IPL in pre-registration midwifery programmes, 29 April 2022

A revised and updated action plan on SUC involvement has been provided. This includes the introduction of a dedicated SUC champion who provides an annual report on adherence to the action plan and the creation of a database to monitor SUC involvement and appropriate training activities. Condition four is now met.

Evidence:

Updated service user involvement action plan, 8 April 2022

New and updated documentation evidences how PLPs are trained and supported with the implementation of the eMORA. There is a dedicated project manager, as part of the practice-based learning team, three midwifery lecturer ambassadors, of which one has protected hours who are responsible for this. Condition five is now met.

Evidence:

Implementation of the eMORA at Middlesex University, undated

**Date condition(s) met:** 11 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. Capability to develop numeracy, literacy and digital and technological literacy are assessed initially by student's online application via UCAS and the subsequent management of their personal online gateway and online interview.

An online package to assess medicines management is threaded throughout the three-year route. Drug calculations are taught throughout the shortened route and both routes are summatively assessed.

Literacy is developed via completion of assignments and any issues identified, students can access the learning enhancement team, university progression and support advisors. Support from the personal tutor is also available to monitor any issues.

For digital and technological literacy, MU provides e-learning activities such as podcasts, wikis, online discussions, serious gaming and interactive workbooks. MU has an official mobile app MDXapp which is free to use, and all e-activities plus programme and course information are available on the virtual learning environment, MyLearning, which is found on the MU UniHub.

All students are also formally assessed throughout the programme to identify any issues in relation to numeracy, literacy and technology.

**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

**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.

Students on the existing programme will not be transferring to the proposed 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.

Students were transferred following a successful major modification in 2019.

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: 15 March 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*
- R2.2 comply with the *NMC Standards for student supervision and assessment*
- R2.3 ensure that programme learning outcomes reflect the *NMC Standards of proficiency for midwives*
- R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes
- R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice
- R2.7 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required
- R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies, and
- R2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, and comply with Article 40 (1) and satisfy Article 41(1) of Directive 2005/36/EC (see Annexe 1) by meeting the following criteria:
  - R2.9.1 full time education and training as a midwife is a minimum of three years and 4,600 hours, or
  - R2.9.2 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of two years and 3,600 hours, or
  - R2.9.3 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.

**Findings against the standard and requirements**

Evidence provides assurance that the following requirements are met

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

YES  NO

R2.1 is not met. There is a 50 percent weighting applied to the MORA within the relevant modules' assessment. The MORA is ungraded, being a pass or fail element, this renders a 50 percent pass in the theoretical module implausible.

There is also a summative OSCE of the systematic physical examination of the new born within a theory module, however this proficiency is also assessed summatively within the MORA. (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. A strategy document for how SUCs interact with programmes is in place which recognises the contribution made by SUCs in healthcare settings. Documentation states that service users are involved in prospective student interviews, programme developments and deliver sessions in each year of the programme.

Programme documentation also evidences engagement with the disabled community SUCs groups such as 'positive about down's syndrome', and 'cleft lip and palate association' (CLAPA) as well as the maternity voices partnership (MVP) to embed empowerment and client centred care within the curriculum. This is a thread throughout the curriculum.

The SUCs we saw tell us they had little or no involvement with the development, delivery and evaluation of the midwifery programmes being proposed. (Condition four)

**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

This programme is not delivered in Wales.

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

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

**MET**  **NOT MET**

R2.6 is met. Programme documentation and the MORA confirm that theory and practice learning is designed and delivered within the programme. The programme team tell us that the curriculum adopts a salutogenic approach which focuses on women's health and well-being. There are four themes running through the programme which are: being and becoming a midwife; ante and postnatal care; care in labour and birth and fetal and neonatal care.

The three year and the shortened routes are not co-taught. The programme team tell us that this is due to the varying learning needs of students on the two routes as well as timing and co-ordination of placement opportunities.

The placement allocations team ensure the range of practice learning experiences over antenatal, postnatal, labour ward and community, with placements for neonatal and gynaecology identified. All relevant learning experiences are recorded in the MORA. Students are supported in practice by link tutors and CPFs in each trust who oversee student support and placement hours.

Both routes have modules that incorporate the theory behind the systematic physical examination of the new born and there are 15 examinations in practice included in the MORA. Both PLPs and the programme team at the approval visit confirm that there is sufficient resource in the practice areas to support students achieving this proficiency.

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. The University has invested in building a state-of-the-art skills facility by August 2022, with resources including low and high fidelity and virtual/augmented reality equipment which includes Lucina, Vimedix and Hololens. This is to increase the skills and simulation capacity and activity within a single centre location. There are designated clinical skills staff including technician support who are fully trained with the use of the equipment. The programme team at the visit tell us of an innovative tool to teach communication through serious gaming which places the students at the centre of the experience, and to receive real-time feedback.

The majority of clinical skills are taught face-to-face. Students have interactive workbooks, an online medicines management package and K2, which assesses interpretation of electronic foetal heart monitoring.

Programme documentation evidences that simulation is a key aspect of the teaching and learning strategy for the midwifery programme. In response to student evaluations, additional timetabled theory hours have been added to the proposed programme. Students can also book study times in the clinical skills facility independently where they are supported by the clinical skills team.

Simulated and technology-enhanced learning is used to prepare students for practice with specific relevance to multiple complexities and obstetric emergencies. Achievement of midwifery proficiencies will be demonstrated in the practice setting, but if opportunities to demonstrate some proficiencies are limited, they may be demonstrated in simulation, such as perineal suturing or a vaginal breech birth.

Simulated education isn't used to replace practice hours in the midwifery programme.

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. All routes appear to evidence 50 percent theory and 50 percent practice hours.

The three-year programme evidences a minimum of 4600 hours with 68 weeks in practice and 67 weeks in theory; the shortened programme meets the required minimum of 3000 hours with 38 weeks in both theory and practice. There is no planned elective placement in either route.

MU offer a blended approach to learning. Students can access the virtual learning environment for opportunities to expand on learning from taught sessions, clinical skills and practice. The programme team tell us that 50 percent is synchronous face-to-face teaching and 50 percent is online.

Practice hours for the long programme are cited as 34.5 hours per week in the documentation and the programme team at the visit tell us that that the shortened route is 40 hours per week and is evidenced within the programme spreadsheet. The programme team are asked to make this more explicit within the documentation. (Recommendation one)

Documentation evidences a range of teaching and assessment strategies and includes the use of digital technologies.

Formative and summative modes of assessment are detailed and include a variety of assessment types. The need for diversity in the assessment design and the spacing of assessment across the academic year is evidenced.

**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 two-year programme is not proposed.

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

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

YES  NO

There is limited evidence of the involvement of SUCs with the development, delivery and evaluation of the midwifery programmes.

Condition four: To demonstrate how SUCs contribute to the midwifery programme. (SPMP R2.4; SFNME R1.12)

There is a 50 percent weighting applied to the MORA within the relevant modules' assessment. The MORA is ungraded, being a pass or fail element, this renders a 50 percent pass in the theoretical module should a pass be awarded. There is also a summative OSCE of the systematic physical examination of the new born within

a theory module, however this proficiency is also assessed summatively within the MORA.

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 is limited evidence of the involvement of SUCs with the development, delivery and evaluation of the midwifery programmes.

Condition four: To demonstrate how SUCs contribute to the midwifery programme. (SPMP R2.4; SFNME R1.12)

There is a 50 percent weighting applied to the MORA within the relevant modules' assessment. The MORA is ungraded, being a pass or fail element, this renders a 50 percent pass in the theoretical module implausible. There is also a summative OSCE of the systematic physical examination of the new born within a theory module, however this proficiency is also assessed summatively within the MORA.

Condition two: To correct the percentage weighting of the MORA in the relevant modules and remove the duplication of the systematic physical examination of the new born assessment in theory. (SFNME R5.8; SPMP R2.1)

**Date:** 15 March 2022

**Post event review**

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

The amended module narratives for both routes detail the corrected percentage weighting for the MORA within relevant module assessments, and the duplication of the assessment of the systematic physical examination of the new born removed. Condition two is now met.

Evidence:

Amended module narratives shortened programme in midwifery, undated  
Amended module narratives three-year programme in midwifery, undated

A revised and updated action plan on SUC involvement has been provided. This includes the introduction of a dedicated SUC champion who provides an annual report on adherence to the action plan, and the creation of a database to monitor SUC involvement and appropriate training activities. Condition four is now met.

Evidence:

Service user involvement action plan, 8 April 2022

**Date condition(s) met:** 11 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. The MORA, produced through the collaboration of midwifery education and PLPs across England and Northern Ireland, details the SPMP and the Unicef UK baby friendly initiative university standards (2019) including how these are achieved. Documentation states the AEI has worked closely with the HEE midwifery expansion project to increase midwifery placements.

The MORA is a national document, which requires each AEI to develop a context document to demonstrate how the MORA is to be applied to meet their programme outcomes, and to ensure student progression and achievement in the practice learning environment. The context document provided does not evidence in detail which proficiencies are to be achieved in each year of the programme, how continuity of care can be better achieved in view of trusts being at varying stages of implementing the continuity of care strategy, or how the systematic examination of the new born is to be completed. (Condition one)

There is a detailed breakdown of programme hours for each year of both routes. For the three-year route, the placement plan details seven weeks of non-midwifery practice placement, which are five weeks medical and two weeks surgical. The programme team tell us that this is in the current programme and evaluates well, which is why it is retained for the proposed three-year route.

Students are placed in one trust for the duration of the programme. Students tell us that practice learning environments meet the full range of maternity care and that they're able to meet the programme practice requirements. Students carry a small caseload of women to support continuity of carer opportunities throughout their programme. The systematic physical examination of the new born is new for the proposed programme and the PLPs tell us there is sufficient resource to support this.

PLPs and students are supported by CPFs, the link lecturers and the programme team to meet the requirements of the SSSA.

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 MORA is structured to include the SPMP and to enable students to record their contribution to holistic care to women, newborn infants, partners and families.

The role and scope of the midwife is embedded throughout the BSc (Hons) and MSc midwifery programmes. This is captured within the indicative curriculum content and theoretical learning and practice outcomes.

Practical summative assessments aligned with the systematic physical examination of the new born are embedded within the MORA.

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 not met. Documentation evidences that students are placed in one of six trusts across north and east London for the whole duration of their programme. All trusts are consultant led with an integrated birth centre, and one also has an alongside birth centre. Students work as part of inter- and multi-disciplinary teams and have placements in non-maternity settings such as medicine, surgery, gynaecology, women's health clinics and theatres.

IPL in the curriculum involves the My Care Academy which is a knowledge-building community between two partner trusts and MU where bite-sized e-learning units have been co-produced. The curriculum, however, doesn't detail identified or timetabled IPL sessions within the midwifery programme which doesn't provide assurance of student access and collaborative learning. (Condition three)

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. Continuity of carer is evidenced within the MORA. Many trusts are at different stages of implementing this within their service provision therefore students will adopt a caseloading model and will follow three to five women across the duration of their programme. The curriculum has been designed to emulate a 40-week gestation period with placements arranged at strategic points in a woman's pregnancy to facilitate students witnessing key elements of the pregnancy journey such as screening.

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. Documentation and PLPs at the visit tell us that all trusts have a very diverse population which is reflected in both the workforce and those accessing the services. The MORA requires students to document these opportunities while evidencing respect and professional understanding when providing care.

The theoretical elements of the programme address the impact of equality and diversity on health outcomes and MU are supported by 'healthcare, academic,

race, equality and diversity, inclusivity network' and strategic advisory group (HAREDIN SAG).

Students are invited to evaluate their experiences in practice on an ongoing basis and the local CPFs will act on these as appropriate. Students are also encouraged to complete an electronic placement evaluation when they return to the university, which are shared with the midwifery team for action and dissemination to practice areas. Student evaluations are also monitored and acted upon, as appropriate, through the educational audit process.

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. The curriculum focuses on women's health with the four themes running through the programme. Students are provided with appropriate learning experiences to enable them to use clinical reasoning skills in practice, at a gradually increasing level of complexity to facilitate theory being applied to all areas of midwifery care including where complications arise. The documentation and the programme team tell us that teaching and learning experiences to enable both surface learning when applicable (concrete skills, tasks) moving towards deeper learning (reflection, knowledge and research) is offered. This is accompanied by appropriate and varied clinical experience both within and out with the maternity services as arranged and supported by the educational link team in each trust, led by the academic practice lead and supported by the placement allocation team and the link lecturer. These experiences are reflected in the MORA.

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. Prior to programme commencement students are advised of expectations in practice and placement opportunities. The placement allocations team assign students to a trust, however individual requests for changes can be considered where there is capacity to do this. Processes are in place to identify any reasonable adjustments that may need to be made to enable students to undertake the programme, with individual cases for reasonable adjustment being made via the fitness to practise panel. A fitness for practise framework acts as an essential guide to students on the principles and processes for all aspects of fitness to practise as well as specific details relating to making reasonable adjustments. Students who declare a disability are also supported to access the disability and dyslexia services.

Students declare good health and character on commencement and throughout their training programme, enabling reasonable adjustments to be made in accordance with the NMC good practice and other legislation.

Within the MORA, a section 'about me' is included to facilitate the sharing of information between the students and the placement area, to further assist with individual needs and adjustments.

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

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

R3.9 ensure students are supernumerary  
 YES  NO

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

The curriculum does not detail identified or timetabled IPL sessions within the midwifery programme, which doesn't provide assurance of student access and collaborative learning. Condition three.

The context document provided does not evidence in detail which proficiencies are to be achieved in each year of the programme, how continuity of care can be better achieved in view of trusts being at varying stages of implementing the continuity of care strategy, or how the systematic examination of the new born is to be completed. Condition one.

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

**Outcome**

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

The curriculum does not detail identified or timetabled IPL sessions within the midwifery programme which doesn't provide assurance of student access and collaborative learning.

Condition three: To provide a clear plan that demonstrates how IPL will be implemented within both routes of the pre-registration midwifery programme. (SPMP R3.3; SFNME R3.16)

The context document provided does not evidence in detail which proficiencies are to be achieved in each year of the programme, how continuity of care can be better achieved in view of trusts being at varying stages of implementing the continuity of care strategy, or how the systematic examination of the new born is to be completed.

Condition one: To amend the MORA context document to effectively detail the progression requirements for student midwives in each year of the programme, including how continuity of care and systematic physical examination of the new born are to be met (SPMP R3.1; SFNME R2.2)

**Date:** 15 March 2022

**Post event review**

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

The amended MORA context document clearly details the progression requirements for student midwives in each year of their programme. Both continuity of carer and systematic physical examination of the new born requirements are explicit. Condition one is now met.

Evidence:

Amended MORA context document, 26 April 2022

A newly developed document clearly identifies how student midwives on both routes will experience IPL in both theory and practice. Condition three is now met.

Evidence:

IPL in pre-registration midwifery programmes, 29 April 2022

Amended programme handbook BSc shortened programme 2022-23, 29 April 2022

Amended BSc (Hons) three-year programme handbook 2022-23, 29 April 2022

**Date condition(s) met :** 11 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 not met. Programme documentation confirm the AEI and PLPs have robust procedures and policies in place to show how support, supervision, learning opportunities and assessment comply with the SFNME.

Documentary evidence indicates that students are able to achieve the SPMP through access to a variety of practice placements in partner organisations. There are practice learning experiences in each year of the programme which are designed to facilitate students meeting a diverse range of people in a variety of practice and community settings.

A raising concerns flowchart provides a clear description of steps taken in the event of any concerns about practice being observed by students which need to be raised. Timescales and responsibilities of individuals and organisational units are clearly defined. Students are introduced to these aspects on commencement of training, receive updates on the importance of the policy and principles at the

start of each subsequent year and are provided with signposts to key guidance such as the NMC guidance on raising concerns.

When on placement students will complete the MORA and be assessed on a yearly basis to ensure they're achieving the required proficiencies for each year which are verified by the practice assessor and academic assessor.

Service and education meetings and audits take place to support the practice area in the delivery of education to student midwives, however PLPs at the event said they were not familiar with the MORA document nor the online platform My Knowledge Map. (Condition five)

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 met. The MORA sets out the roles and responsibilities of the practice supervisor, practice assessor and academic assessor. All student midwives are allocated a practice supervisor, practice assessor and academic assessor to support their learning and assessment in practice and confirm their progression. Practice learning environments also have a nominated person which is the academic practice lead in each trust to further support student midwives, alongside clinical tutors.

MU provides yearly updates to practice supervisors and assessors with reflective sessions organised by the CPFs and the link lecturers in the clinical area.

The AEI has identified suitably qualified staff within the midwifery teaching team to be academic assessors and have been preparing both staff and student midwives for the new roles. The academic assessor role has been implemented for students on the current pre-registration midwifery programme since the introduction of the SSSA in September 2019. The academic assessor, link lecturer and personal tutor roles are clearly defined.

Tripartite assessment occurs through the MORA, where a failing student is identified at the formative review and an action plan is put in place.

MU are confident it has the resources to support the proposed student numbers and assurance is given at the visit that the senior faculty team will continue to monitor staffing levels in relation to student numbers.

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 met. The programme is clearly mapped to all NMC proficiencies and programme outcomes.

The MORA requires students to receive and record regular feedback from practice supervisors and to complete interim reviews with practice assessors. If at any time

there is a cause for concern, practice assessors and academic assessors are involved in the decision-making process. There's clear signposting throughout the MORA to prompt this action.

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

**MET**  **NOT MET**

R4.4 is met. Students receive feedback in both practice and theory from a range of stakeholders. Feedback from practice supervisors and interim formative assessments with their practice assessor will be recorded in the MORA. SUC feedback is included in the MORA. Students are provided with the opportunity on each shift to document feedback in order to facilitate the final assessment. From September 2022, the MORA will be online providing real-time feedback to students on the practice assessments at both formative and summative stages.

Reflective sessions are built into the clinical area to offer the student a chance to discuss and reflect on situations, these are supported by the link lecturer.

Feedback and feedforward on assessment aims to prepare students for future assessment and includes a commentary on areas of strength and areas for development.

**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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to supervision and assessment are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <a href="#">Standards for student supervision and assessment</a> relevant to supervision and assessment are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Outcome</b>	
<b>Is the standard met?</b>	<b>MET</b> <input type="checkbox"/> <b>NOT MET</b> <input checked="" type="checkbox"/>
The PLPs at the visit tell us that they are not familiar with the MORA document or the proposed online platform.	
Condition five: To produce a plan of how PLPs will be supported with the training and implementation of the MORA and the online platform, prior to the programme starting. (SPMP 4.1)	
<b>Date:</b> 15 March 2022	
<b>Post event review</b>	
<b>Identify how the condition(s) is met:</b>	
New and updated documentation evidences how PLPs are trained and supported with the implementation of the eMORA. There is a dedicated project manager, as part of the practice-based learning team, three midwifery lecturer ambassadors, of which one has protected hours who are responsible for this. Condition five is now met.	
Evidence: Implementation of the eMORA at MU, undated	
<b>Date condition(s) met:</b> 11 May 2022	
<b>Revised outcome after condition(s) met:</b>	<b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>

**Standard 5: Qualification to be awarded**

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

R5.1 ensure that the minimum award for a pre-registration midwifery programme

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

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

**Findings against the standards and requirements**

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

R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level  
 YES  NO

R5.2 notify students during and before completion of the programme that they have [five years](#) to apply to register with the NMC if they wish to rely on this qualification<sup>2</sup>. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.  
 YES  NO

**Fall Back Award**

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

YES  NO  N/A

There are no fall-back awards with registration as a midwife.

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met  
 YES  NO

**Outcome**

<b>Is the standard met?</b>	<b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
<b>Date:</b> 15 March 2022	
<b>Post event review</b>	
<b>Identify how the condition(s) is met:</b> N/A	
<b>Date condition(s) met:</b> N/A	
<b>Revised outcome after condition(s) met:</b>	<b>MET</b> <input type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
N/A	

**Section four**

**Sources of evidence**

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: No apprenticeship route presented for approval.		
List additional documentation: Amended MORA context document, 26 April 2022 Amended module narratives shortened programme, undated Amended module narratives three-year programme, undated IPL in pre-registration midwifery programmes, 29 April 2022 Amended programme handbook BSc shortened programme 2022-23, 29 April 2022 Amended BSc (Hons) three-year programme handbook 2022-23, 29 April 2022 Service user involvement action plan, 8 April 2022 Implementation of the eMORA at MU, undated		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Year three, three-year programme x three Year one, shortened programme x one Year two, shortened programme x two		
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 is not presented.		

Additional comments:  
None identified.

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If 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: CQC Barking, Havering and Redbridge University Hospitals NHS Trust, 9 January 2020 CQC Barts Health NHS Trust, 12 February 2019 CQC Edith Shaw Hospital, 28 October 2021 CQC John Munroe Hospital – Rudyard, 28 October 2021 CQC Northwick Park Hospital, 24 December 2021 CQC Priory Hospital Arnold, 22 July 2021 CQC Queens Hospital, 1 October 2021 CQC The Royal free Hospital, 27 August 2021 CQC The Royal London Hospital, 18 November 2021		
If you stated no above, please provide the reason and mitigation: MU is an established AEI, visits weren't required.		
Additional comments: None identified.		

**Mott MacDonald Group Disclaimer**

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<b>Issue record</b>			
<b>Final Report</b>			
Author(s):	Nicola Clark	Date:	20 March 2022
Checked by:	Pamela Page	Date:	21 March 2022
Submitted by:	Shahzaib Ghafoor	Date:	31 May 2022
Approved by:	Leeann Greer	Date:	31 May 2022