

**Programme approval report**

**Section one**

<b>Programme provider name:</b>	Swansea University
<b>Programme reviewed:</b>	Registered Midwife - 18M <input type="checkbox"/> Registered Midwife - 24M <input type="checkbox"/> Registered Midwife - 36M <input checked="" type="checkbox"/> Registered Midwife - degree apprentice <input type="checkbox"/>
<b>Title of programme(s):</b>	BMid (Hons) Midwifery
<b>Academic levels:</b>	
Registered Midwife - 18M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 24M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 36M	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - degree apprentice	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
<b>Date of approval visit:</b>	19 October 2021

<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> </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><b>QA visitor(s):</b></p>	<p>Registrant Visitor: Hilary Lumsden Lay Visitor: Doug Carr</p>				

**Section two**

**Summary of review and findings**

Swansea University (SU) is an established and experienced approved education institution (AEI). The school of health and social care (the school) in the faculty of medicine, health and life sciences (the faculty) present the pre-registration midwifery programme for approval against the Nursing and Midwifery Council (NMC) Standards for student supervision and assessment (SSSA) (NMC, 2018), Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and Standards of proficiency for midwives (SPM) (NMC, 2019). The proposed programme is a full-time undergraduate three-year Bachelor of Midwifery with honours (BMid (Hons)) programme leading to professional registration as a midwife.

This programme approval visit is undertaken by remote means.

SU proposes one route within the pre-registration midwifery programme. The programme at academic level six has a proposed intake once a year, starting in September 2022. There will be a maximum of 57 students per intake.

The programme is adopting the All-Wales midwifery practice assessment document (MPAD) for the assessment of practice. The MPAD is the product of a collaborative development process that engaged with stakeholders from across Wales. The development of the MPAD used national stakeholder engagement including all lead midwives for education (LMEs) and student focus groups in Wales and is supported by health education improvement Wales (HEIW). There are plans to develop an electronic version of the MPAD. This will be finalised prior to the commencement of the programme in September 2022.

Programme documentation and the approval visit confirms effective partnerships between the AEI, students, practice learning partners (PLPs) and service users and carers (SUCs) at both operational and strategic level. Senior managers from PLPs agree to support practice learning opportunities designed to meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the SSSA and the SPMP. Domains one to five of the SPM are clearly mapped within the programme documentation, with the skills detailed in domain six being clearly visible and evidenced within the MPAD, demonstrating what must be met at the point of registration as a midwife.

The documentation evidences collaboration between SU and key stakeholders in the development of the proposed midwifery programme. Strategic and operational meeting structures ensures that student, PLP and SUC participation in curriculum design and development is clearly stated. Documentation for the programme indicates curriculum content, modes of delivery and practice experiences are

designed to meet the SSSA and the SPMP. There's a LME in post, who's registered with the NMC.

The SFNME is not met at programme level as a condition applies.

The SSSA are met at programme level.

The programme is recommended for approval with one NMC condition and three university recommendations.

Updated 18 November 2021:

Evidence is provided to meet the condition. The condition and related NMC standards are now met.

The programme is recommended to the NMC for approval.

**Recommended outcome of the approval panel**

**Recommended outcome to the NMC:**

Programme is recommended 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:**

None identified.

**Selection, admission and progression:**

None identified.

**Practice learning:**

Condition one: The programme team must correct minor errors in the MPAD and include a glossary of terms to aid student understanding. (SFNME R3.2; SPMP R4.1)

**Assessment, fitness for practice and award:**

	<p>None identified.</p> <p><b>Education governance: Management and quality assurance:</b></p> <p>None identified.</p>
<b>Date condition(s) to be met:</b>	16 November 2021
<b>Recommendations to enhance the programme delivery:</b>	<p>Recommendation one: Consider reviewing the curriculum map to ensure that assessment is accurately distributed or provide an alternative that better visualises the spiral curriculum. (University recommendation)</p> <p>Recommendation two: Consider breaking up assessment into smaller components rather than a single aggregated assessment device. (University recommendation)</p> <p>Recommendation three: Receive and consider the additional feedback provided by the programme approval committee members. (University recommendation)</p>
<b>Focused areas for future monitoring:</b>	None identified.

<b>Programme is recommended for approval subject to specific conditions being met</b>	
<b>Commentary post review of evidence against conditions:</b>	
<p>The MPAD has been updated to include a glossary of terms. Minor errors have been corrected. The amendments have been developed collaboratively with the All-Wales MPAD steering group. Condition one is met.</p>	
<b>AEI Observations</b>	<p><b>Observations have been made by the education institution</b></p> <p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<b>Summary of observations made, if applicable</b>	

<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/>  Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	16 November 2021

### Section three

NMC Programme standards
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)

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
<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>            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</p> <p><b>Standard 2: Educational governance and quality:</b>            R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders            R2.4 comply with NMC <a href="#">Standards for student supervision and assessment</a>            R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of</p>

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.**

There's evidence that SU is committed to robust partnership working with stakeholders in the development, delivery and evaluation of the programme at both strategic and operational levels. Key stakeholders include PLPs, students and SUCs. Documentary evidence and the approval process demonstrates a commitment to involve stakeholders in the development of the proposed programme.

Programme documentation and the approval visit confirm effective strategic and operational partnership working between SU and PLPs. A quarterly midwifery forum is an opportunity for heads of midwifery and the LME to share good practice. There's evidence of a collaborative partnership approach to ensure governance structures are in place for student learning. SU and PLPs work in partnership to



ensure practice learning environments provide a quality and safe learning experience. PLPs tell us that they work with SU to mitigate risks to student learning and public protection. Documentary evidence, the programme team and PLPs confirm there are processes in place to raise and escalate student and practice learning concerns. Collaborative reporting mechanisms are in place to manage and investigate serious untoward incidents which may have implications for student learning.

PLPs tell us that there's regular reporting and effective communication with link lecturers, who visit students in practice learning environments. Robust systems are in place to enable quality supervision and assessment of student midwives. Effective communication systems exist between link lecturers and PLPs. There's evidence of a partnership approach to the operationalisation of the SSSA. The roles and responsibilities of practice assessors, practice supervisors and academic assessors are clearly detailed in the MPAD. Practice assessors and practice supervisors confirm they're prepared for the supervision and assessment of students. The academic assessor role is supported by the school. Senior academic staff confirm that there's sufficient resources to deliver the programme.

There's evidence of SUC involvement in the programme. SUCs tell us that they attend programme team meetings and contribute to the planning of the curriculum. SUCs assist with the development of simulation maternity journey scenarios and assist with objective structured clinical examinations (OSCE). The MPAD includes opportunities for SUCs to feedback on student achievement in the practice learning environment. Programme documentation confirms the involvement of women and advocacy groups who contribute to the programme.

There's evidence of inter-professional education (IPE) in theory and the practice learning environment. Midwifery students learn with other healthcare students in a variety of simulated sessions. IPE experiences in the practice learning environment are evidenced in the MPAD. A key focus for year one midwifery students IPE centres around mandatory training topics, the acquisition of core skills, introductory aspects of communication and leadership skills. In years two and three shared teaching with paramedics, operating department practitioners and all fields of nursing focuses on audit and improvement. The programme and senior management team tell us that IPE is a key feature within all health programmes. There's planned opportunities for further development of IPE in midwifery.

Documentary evidence confirms SU have robust procedures in place for escalating concerns about safe and effective care in practice learning environments. Students, PLPs, practice assessors, practice supervisors and the programme team confirm they understand how to raise concerns in both the school and in practice learning environments. Students' report being well supported in practice learning environments and feel well supported in reporting any issues or concerns relating to practice learning. There's awareness of the provision for protected time and students confirm that they're supernumerary in

practice. Procedures are in place to identify any issues of concern relating to practice learning environments, to manage and mitigate any risks to student learning. Students tell us that they meet with academic assessors throughout the year to review feedback received on placements. Action plans are in place to support students in their progression, following any concerns raised in practice.

The review of documentary evidence and discussions with the programme team confirm that maternity SUCs are actively involved in all aspects of the programme from design, development, assessment and on-going evaluation and monitoring of the programme. Specifically, SUCs are members of focus groups to inform teaching, learning and assessment of infant feeding and antenatal education. SUCs present at the approval visit tell us of their involvement in recruitment and assessment activities on the programme corroborating submissions and verbal evidence from the programme team. SUCs tell us how they're consulted during the development of the programme and the MPAD and give examples of how their contributions are incorporated into the programme being approved. SUCs tell us that they feel valued by the programme team. They also explain how they're supported in the various roles they play on the programme. Students tell us of examples of how SUCs are involved on their midwifery programme in various roles such as in recruitment and assessment.

Students tell us how exceptional circumstances requiring, reasonable adjustments are considered on their programme. Students have regular meetings with personal academic mentor (PAM) and other student support networks if required. We're given examples of where reasonable adjustments are made.

SUC involvement is a key focus of the school's strategic plan and a strategy document for how SUCs interact with programmes in place. The school has good practice guidelines in place to support SUC involvement. There are plans to further develop SUC involvement across programmes.

The school has a specific goal to be recognised for its SUC strategies. A range of links to SUC groups are in place which includes patient forum groups, carers groups, patient councils, a range of charities and local groups. The SUC strategy has a stated goal of reviewing strategic outcomes, associated with SUCs on an annual basis which is outlined in SU's recent strategy document for developing public and patient involvement in programmes.

PLPs tell us of the integral part they played during the development of the programme and how their input shapes the new curriculum. They also explain how arrangements for exceptional circumstances and reasonable adjustments work and how they communicate with SU. They also explain to us how they collect and use feedback from students including mechanisms for early escalation of concerns.

Students tell us that they're aware of how to raise and escalate any concerns they have in practice. There's documentary evidence of programme and placement

evaluations that students contribute to. At the approval visit students tell us that their feedback is listened to and is addressed where necessary.

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**

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:**

N/A

**Date condition(s) met:**

N/A

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

**MET**  **NOT MET**

N/A

**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 documentation explicitly details the entry requirements for literacy and numeracy. Arrangements for student support and students' preparation for developing these entry requirements such as numeracy skills, literacy skills, digital and technological literacy are well established. We're assured by the programme team that applicants' ability to engage with digital media is appropriately assessed as part of the recruitment and selection process. Literacy is supported in the programme by academic work and there's active support from the centre for academic success that supports the development of academic skills. Numeracy skills are introduced and integrated in each module of learning and assessments to ensure students meet the programme outcomes. There are bespoke library guides and online modules such as, introduction to student skills and academic integrity that student's access. Students are allocated to a PAM for the duration of the programme who supports them with academic skills. Mapping documentation, module outcomes and assessments detail how students gain the required numeracy, literacy and digital technology skills.

**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

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

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

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

Current first year students will transfer onto the second year of the proposed programme in September 2022. The current programme is subject to a minor modification following approval of the proposed programme. The minor modifications will prepare current students so that they'll make the transition to the proposed programme. Mapping documentation provides evidence of how the current programme content and learning outcomes compares with SPMP and SPM across the first year of the proposed programme. This mapping demonstrates bridging the current programme to the proposed programme and ensures that students will meet SPMP and SPM on transfer. First year students tell us that they're aware of the plans to change their programme and have been informed of the pending changes from the recruitment stage of their student journey.

Current second year midwifery students will progress to the third year of the current programme in September 2022 and won't transfer 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.**

Current students transferred to the SSSA under the NMC emergency standards in March 2020. PLPs confirm that they're working with the SSSA and that they assign



practice supervisors and practice assessors, who are prepared to support midwifery students in the practice learning environment.

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: 19 October 2021

**Post event review**

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET  NOT MET

N/A

**Standard 2: Curriculum**

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

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

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

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

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

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

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

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

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

R2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of

proficiency for midwives and respective programme outcomes, and comply with Article 40 (1) and satisfy Article 41(1) of Directive 2005/36/EC (see Annexe 1) by meeting the following criteria:

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

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

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

### Findings against the standard and requirements

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

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

YES  NO

R2.2 comply with the NMC [Standards for student supervision and assessment](#)

YES  NO

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

YES  NO

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

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

MET  NOT MET

R2.4 is met. The school has a SUC engagement strategy which details how SUCs are involved in the programme. There's robust evidence of SUC and third sector involvement in the design and development of the programme and the All-Wales MPAD. SUC representatives confirm their involvement in curriculum development and can see their contribution in the proposed programme.

SUCs tell us of their involvement in writing scenarios for teaching and learning purposes. SUCs are involved in focus groups to share their personal experiences

of being a SUC. They're also involved in a formative infant feeding OSCE. SUCs evaluate students' delivery of midwifery care in the MPAD.

The programme team tell us that they embrace the contributions of SUCs and value their involvement in the programme.

**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 proposed programme is supporting HEIW by committing to a programme that fully supports the needs of Welsh language students, providing opportunities for all students to develop their proficiency and confidence in using Welsh. The use of the Welsh language is already actively encouraged and students are supported to submit assignments in the Welsh language. Wherever possible, Welsh speaking students are supported in the practice learning environment by Welsh speaking practice supervisors and practice assessors.

Student midwives are encouraged to learn some basic Welsh so that they can use with each other and in practice. It's recognised that women who are first language Welsh speakers prefer to converse in Welsh during the perinatal period.

Applications through the universities and colleges admission service are offered through the medium of Welsh and there are student selection days in Welsh.

There are two Welsh speaking lecturers in the programme team who offer support to students studying in the Welsh language and there are translation services within SU to support Welsh speaking students. Assurance is given that SU translation services are used to translate work for external examiners who aren't Welsh speakers. This is to ensure they're able to examine academic work that is submitted and assessed in the Welsh language.

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

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

MET  NOT MET

R2.6 is met. Programme documentation and the approval visit confirm SU design and deliver a programme that supports students to gain relevant and ongoing exposure to midwifery practice. The curriculum is organised into 10 modules, three theory and one practice module in year one, two theory and one practice module in years two and three. Documentation shows the curriculum content is spiralled to

allow greater complexity of topics through all three years to deepen students' knowledge. Theoretical foundations are taught in year one and are built upon in years two and three. The inclusion of systematic examination of the newborn (SEN) is threaded throughout the years of study of the programme. This allows students to build their knowledge and clinical skills over time, to be competent at the point of registration. United Nations children's fund (UNICEF) baby friendly initiative accreditation gives students core knowledge and skills in infant feeding and is assessed in theory and in practice.

Student journey and flowchart documentary evidence and discussion at the approval visit confirm, students have varied practice learning environment experiences in each year including community, antenatal practice, clinics, intrapartum and postnatal care. Practice is organised with the hub and spoke model and is successful in giving students a range of experiences in midwifery care.

Students have a three-week independent practice learning placement at the end of the last module in each year. The independent practice learning placement supports students, to organise independent learning activities to enhance their professional development. Third year students spend their independent practice learning placement in their area of intended employment in accordance with the all-Wales pre-qualifying placement. All alternative practice learning environments are subject to a risk assessment process. The programme team tell us that this practice learning experience, counts towards the required attendance in terms of hours spent in practice. They tell us that students are assessed against relevant skills and competencies within these practice learning environments. The MPAD facilitates assessment in other areas of practice. We're assured that practice supervisors and practice assessors are prepared and are SSSA compliant.

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. Students have access to digital support and training via online library facilities such as supporting development of academic skills.

There's a range of teaching methods, e-learning packages and resources that allow for flexibility of access. Blended learning materials promote student engagement and immersion, with theoretical content and encourage independent learning. Students access online learning platforms to develop their knowledge and support the achievement of skills, for example, a perinatal training programme, safeMedicate and the Royal College of Midwives online learning packages.

The development of the clinical skills suite offers simulated education as part of midwifery programmes. This provides student midwives with authentic experiences

to prepare them for clinical practice. Simulation provides a safe learning environment for students to apply theory to clinical scenarios and is offered in preparation for placements, to give students the necessary skills in line with their level of practice. The programme team confirm that there are dedicated midwifery resources to meet the needs of midwifery students simulated learning. Through this approach to skills-based education students are equipped to identify and respond to clinical scenarios (including obstetric and neonatal emergencies). This approach also tests their communication, attitudes and interventions with women and supporters. This helps students to improve applied knowledge about childbearing and pathophysiology whilst becoming aware of reducing stigma, diagnostic overshadowing, prioritisation and interventional decision-making. This includes being equipped to deliver care to people with multiple and complex health issues. Simulated education isn't used to replace practice learning 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. A total of three stages of learning, consisting of 10 modules has been designed over the three-year period. There's an equal balance of theory and practice learning across the three-year programme with 2,530.5 hours theory and 2,512.5 hours practice. Programme documentation demonstrates 50 percent in theory and 50 percent practice. Module proforma outlines study hours and a narrative document indicates, how each module contributes towards achievement of the 2,530.5 hours theory learning and 2,512.5 hours of practice learning.

Each module proforma and programme documentation evidences a range of learning strategies and independent study. Documentary evidence and discussions with the programme team confirm, that there's a range of teaching and learning strategies employed in the programme. These include synchronous and asynchronous lectures, small group work, tutorials, skills and simulation workshops, problem-based learning activities, discussion boards, critical reflection groups and structured independent learning activities.

**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

There's no shortened pre-registration midwifery programme 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

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

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

YES  NO

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

Date: 19 October 2021

### Post event review

Identify how the condition(s) is met:

N/A

Date condition(s):

N/A

Revised outcome after condition(s) met:

MET  NOT MET

N/A

### 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 met. SU ensures practice learning opportunities enable students to develop and meet the SPM. Student achievement of the proficiencies is documented in the MPAD. Documentary evidence confirms practice learning environments expose students to learning experiences across all areas of maternity care. These include community, antenatal, postnatal, delivery suite, neonatal intensive care units, specialist clinics and midwifery led care. Students work to the continuity of carer protocol in health board organisations.

All practice learning environments are subject to educational audit. The audit process ensures practice learning quality and safety and that the environment is appropriate to support midwifery students. The identification of learning opportunities and assurance of capacity and appropriate practice assessors and practice supervisors must be evidenced as part of the audit process. PLPs tell us that some practice learning environments are shared with other AElS and that all



must meet the requirements of the educational audit. PLPs tell us that there's capacity within practice learning environments for the proposed student numbers. The programme team, LME and heads of midwifery meet to adopt a co-ordinated approach to midwifery recruitment, allowing for the planning of student recruitment and placement. There's a collaborative approach between the school and PLPs to ensure that students receive relevant midwifery experience in the placement area. Placements are organised in a hub and spoke model to maximise students' learning.

There's evidence that students evaluate all practice learning environments on completion of the placement. Students tell us that they're well supported in practice learning environments. Placement evaluations are considered within the programme management group meetings, once each semester and includes students and PLPs. Student placement evaluations are also discussed within the wider school quality monitoring groups. Feedback from evaluations is also shared with students via student/staff partnership fora.

The process for raising and escalating concerns is clearly detailed in the programme documentation. Students, PLPs, practice assessors and practice supervisors and the programme team confirm that they understand how to raise concerns with both the school and in practice learning environments and that there's an established process for the escalation of concerns in practice.

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. There's evidence that students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families. Students tell us that they're supported in the practice learning environment to gain the experiences required for them to meet programme outcomes. Programme documentation, the programme team and PLPs confirm that there are sufficient numbers of practice learning experiences to ensure students gain experience in the holistic needs of those who access maternity services.

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 design of the midwifery programme reflects national and professional workforce strategies and seeks to provide opportunities for IPE in both practice and theory learning settings. IPE is a key focus for all midwifery programmes and it has a prominence within the national strategy for public and patient involvement. A school working group with a specific remit for IPE is currently in place which has the key remit of developing IPE and sharing

information amongst teaching staff, across midwifery and other health programmes, about opportunities for focused teaching.

A key focus for year one midwifery students' centres around mandatory training topics, the acquisition of core skills as well as introductory aspects of communication and leadership skills. In years two and three shared teaching with paramedics, operating department practitioners and all fields of nursing, focuses on audit and improvement skills. Simulation is a key teaching and learning strategy for the further development of IPE across all health programmes.

Students and PLPs tell us that there's opportunities in practice learning environments for students to work with a range of health and social care professionals. Students with the support of practice assessors and practice supervisors, are required to demonstrate active responsibility for ensuring they engage in inter-disciplinary and practice learning visits to gain exposure to a broad range of multi-agency teamworking experiences. This is documented in the MPAD.

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. Students and PLPs tell us, that there's learning opportunities that enable the achievement of the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants. The MPAD sets out the progression points and expectations for learning. The MPAD is used to monitor student attendance and practice hours. Students work to a continuity of carer protocol in all PLP organisations.

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

**MET**  **NOT MET**

R3.5 is met. The programme team, PLPs and students describe the opportunities for midwifery care for a diverse population across a range of settings, including midwifery led services. There's a wide range of ethnic groups in the geographical area. In placement, students care for women and their families from a range of diverse populations.

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. SU provides learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complications and additional care needs arise. These include physical, psychological, social, cultural and spiritual factors. The spiral curriculum further develops these subjects in subsequent years, identifying increasing complexity and the leadership skills required to support service improvement.

The geographical location of practice learning environments within south Wales provides students with exposure to women and families with different needs related to health inequalities. Practice learning opportunities cover the range of obstetric led and midwifery led community services. Student midwives experience a range of neonatal care during their programme from uncomplicated neonatal care to intensive care.

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 that, effective processes are established to ensure that student individual needs and personal circumstance are given consideration in the allocation of placements. This includes making reasonable adjustments for students with learning, physical and social needs.

Documentary evidence for reasonable adjustments is in place. SU seeks to ensure that students with specific disabilities can fully participate in their education and that they're not placed at an unfair disadvantage, as a result of identified disabilities.

The school fitness to practise policy assesses the students need for reasonable adjustments. Students declare good health and character on commencement and throughout their training programme they make reasonable adjustments in accordance with NMC good practice and other legislation. Students tell us that they're aware of the process by which reasonable adjustments can be requested. Staff from clinical placement areas also tell us that they're aware of the ability of students to make requests for reasonable adjustments and identify the close working relationship with academic staff as a key factor in allowing such requests to be actioned effectively.

Occupational health reviews enable staff to work with new students to accommodate reasonable adjustments and practice learning environments are audited on the ability to make reasonable adjustments. Within the school there's an academic lead for well-being and every student is allocated a personal tutor at the start of the programme.

Students tell us that their individual needs are considered in the practice learning environment and that reasonable adjustments are in place. Students confirm they understand the process for accessing additional support if required.

**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

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

Date: 19 October 2021

**Post event review**

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

**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. The all-Wales MPAD assesses all areas of students' practice proficiencies and skills. There are however some minor errors that need correction, for example, the removal of a trademark name to be replaced by hand-held doppler. Also, the inclusion of a glossary of terms will be beneficial to first year students and will help them understand some common abbreviations. To ensure students are provided with accurate and robust information in the MPAD a condition is applied. (Condition one)

Documentary evidence and the approval process demonstrates, SU and PLPs have robust procedures and policies in place to evidence how support, supervision, learning opportunities and assessment comply with the SFNME. Students have access to academic assessors for academic support and a range of SU student support services available online. Examples include numeracy and library support.

Students are supported by link lecturers, practice assessors and practice supervisors in the practice learning environment. Academic assessors work in partnership with practice assessors and students. They meet with students and



practice assessors at the end of each placement to review progress towards achievement and support further development.

Academic staff are suitably qualified to deliver the proposed programme. PLPs and the programme team confirm there are sufficient appropriately prepared practice assessors, practice supervisors and academic assessors to support delivery of learning in practice learning environments. Additionally, there's assurance from PLPs that there are sufficient appropriately qualified assessors for the SEN element of the programme.

Students tell us that they're well supported academically and in the practice learning environment. They confirm that they have access to student services who provide support with academic writing and study skills development. Students are well informed about how to access academic support in the school and in practice learning environments. Students tell us that formative and summative feedback on assignments effectively supports and enables their academic progress. The range of assessments detailed in the programme specification and module proforma indicate students should develop a wide range of skills relevant to midwifery practice. Formative assessments and assessment types are detailed. Students receive formative assessment in theory and practice learning. They've opportunities to practice skills needed for the range of assessments throughout the programme. Assessment types include written, verbal, practical, written examinations, simulated practice, poster presentation, patchwork text, portfolio, OSCE and a quality improvement project. Assessments are planned across each year of study. Documentary evidence shows assessment dates and types are made clear to students for each year of the programme.

Documentary evidence and the approval process confirm students are able to achieve the requirements of the SPM through accessing a variety of practice placements. There are practice learning experiences in each year of the programme that are designed to facilitate students meeting a diverse range of people in a variety of settings. All practice learning environments are subject to educational audit.

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 MPAD 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.

The preparation of practice assessors, practice supervisors and academic assessors is explicit within the school SSSA implementation strategy. The approval visit provides assurance that SSSA preparation is implemented across PLP organisations.

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 SPM are mapped to the programme learning outcomes and the MPAD. The MPAD details and records achievement of the SPM in the practice learning environment and progression through each part of the programme. Domains one to five are mapped and the skills detailed in domain six are clearly visible and evidenced in the MPAD. A context document is provided that describes the student journey through the programme and how progress is monitored.

The MPAD clearly states the process to be followed where a student is underachieving in practice. An action plan is created between the student, practice assessor and academic assessor that's followed in a timely manner. Communication between the school, PLPs, practice assessors and academic assessors ensures that underachieving students' needs are supported.

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 are recorded in the MPAD. SUC feedback is included in the MPAD.

Feedback on formative assessments aims to prepare student midwives for their summative assessments. Feedback on summative assessments aims to prepare students for their future assessments and includes commentary on areas of strength and areas for development. Students tell us formative assessment supports them in their summative assessments.

**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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
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 type="checkbox"/> NO <input checked="" type="checkbox"/>
There are some errors in the MPAD that must be corrected. The panel also agree that a glossary will be beneficial for students to understand all the abbreviations included in the document. To ensure students are provided with accurate and robust information a condition is applied. (Condition one)
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> MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/>
Errors in the all-Wales MPAD must be corrected. The addition of a glossary will support accurate and robust information for students.
Condition one: The programme team must correct minor errors in the MPAD and include a glossary of terms to aid student understanding. (SFNME R3.2; SPMP R4.1)
<b>Date:</b> 19 October 2021
<b>Post event review</b>
<b>Identify how the condition(s) is met:</b>
Condition one: The MPAD has been updated to include a glossary of terms. Minor errors have been corrected. The amendments have been developed collaboratively with the all-Wales MPAD steering group.
Condition one is met.
Evidence: MPAD final version 1.5.3, 3 November 2021
<b>Date condition(s) met:</b> 16 November 2021
<b>Revised outcome after condition(s) met:</b> MET <input checked="" type="checkbox"/> NOT MET <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's no fall back award 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

<b>Outcome</b>	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 19 October 2021	
<b>Post event review</b>	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <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: There's no apprenticeship route proposed.		
List additional documentation:  Post visit evidence to meet condition: MPAD final version 1.5.3, 3 November 2021		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: September 2019 x five September 2020 x three September 2021 x two September 2018 x one (newly qualified)		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route proposed.		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>



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: HM Chief Inspector of Prisons, HMP Swansea scrutiny visit report, 6 October 2020		
If you stated no above, please provide the reason and mitigation: SU is an established AEI and review of resources isn't required as part of this visit.		
Additional comments: None identified.		

**Mott MacDonald Group Disclaimer**

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

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

**Issue record**

**Final Report**

Author(s):	Hilary Lumsden Doug Carr	Date:	24 October 2021
Checked by:	Ian Felstead-Watts	Date:	1 November 2021
Submitted by:	Shahzaib Ghafoor	Date:	10 December 2021
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