Nursing & Midwifery Council

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

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Programme approval report

Section one

Programme provider name:	University of Bradford
Programme reviewed:	Registered Midwife - 18M ☐ Registered Midwife - 24M ☐ Registered Midwife - 36M ☒ Registered Midwife - degree apprentice ☐
Title of programme(s):	BSc (Hons) Midwifery MSc Midwifery
Academic levels:	
Registered Midwife - 18M	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Midwife - 24M	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Midwife - 36M	England, Wales, Northern Ireland ☒ Level 6 ☒ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Midwife - degree apprentice	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	3 May 2022

Programme start date:	
Registered Midwife – 18M Registered Midwife – 24 M Registered Midwife – 36 M Registered Midwife – degree apprentice	12 September 2022
QA visitor(s):	Registrant Visitor: Frances Galloway Lay Visitor: Jonathan Fisher

Summary of review and findings
The University of Bradford (UoB), school of allied health professions and midwifery in the faculty of health studies is an established approved educational institution. UoB present for approval a full time undergraduate three-year Bachelor of Science with Honours (BSc (Hons) pre-registration midwifery programme at level six and a three-year Master of Science pre-registration midwifery programme at level seven, both leading to professional registration with the Nursing and Midwifery Council (NMC). The programmes have a proposed intake of once a year each September. Exit awards are detailed for students who fail to complete all the programmes requirements to meet the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and the Future midwife: Standards of proficiency for registered midwives (SPRM) (NMC, 2019). Exit awards don't lead to eligibility to register as a midwife with the NMC. The programmes are adopting the midwifery ongoing record of achievement (MORA), for recording practice and proficiency achievement and assessment. A context document details how the MORA is applied to the programme. The MORA is facilitated through an online platform known as an eMORA. The MORA is the product of a collaborative development of the pan-London approach. This has utilised regional stakeholder engagement including all lead midwives for education (LMEs) in England and Northern Ireland and is supported by Health Education England (HEE). The programmes are delivered at the UoB campus in Bradford in partnership with practice learning partners (PLPs) across Yorkshire. There's evidence of collaboration and co-production of the proposed programmes between all stakeholders. Students, PLPs and service users and carers (SUCs) participation in the design of curriculum content, structure and delivery is evident in programme documentation. SUCs tell us they are involved in curriculum design and ongoing development and evaluation of the programmes. SUCs and PLPs participate in the recruitment and selection of students for the midwifery programme. There's evidence of partnership working between UoB, students and PLPs at a strategic level and senior leaders at the event tell us they meet with the LME and there are practice educators to support students in practice. However, partnership agreements with PLPs are not available and some PLPs identify not being able to access appropriate preparation for their roles as practice supervisors and practice assessors. Students confirm that they are supernumerary in the practice environment. UoB has an escalating concerns procedure but both students and PLPs tell us that they do not feel supported or listened to when raising a concern or seeking support. Therefore, conditions have been made. The visit is undertaken remotely.

Arrangements at programme level don't meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018). Arrangements at programme level don't meet the Standards for student supervision and assessment (SSSA) (NMC, 2018).

The programme is recommended to the NMC for approval subject to four joint NMC and university conditions. The university made seven recommendations.

Update 21 June 2022

UoB provided additional evidence to meet the four joint NMC and university conditions.

The conditions are met.

The programme is recommended for NMC approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** Condition four: Ensure that PLPs and students are effectively supported to raise a concern without prejudice. (SFNME R1.5) (NMC and university condition) **Selection, admission and progression:** None identified. **Practice learning:** Condition one: Detail the strategies to ensure student feedback is listened to and acted upon appropriately by the programme team (SFNME R4.9, SPMP R2.1) (NMC and university condition) Condition two: Provide a sample of current signed PLP agreements for the midwifery programme (SFNME R2.1, SPMP R2.1) (NMC and university condition)

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	Condition three: Ensure that practice supervisor and practice assessor preparation is effective and comparable between PLPs. (SSSA R1.4, SPMP R4.2) (NMC and university condition) **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** None identified.
Date condition(s) to be met:	8 June 2022
Recommendations to enhance the programme delivery:	Recommendation one: Further training of personal academic tutors to ensure they fully appreciate the need to be responsive to their students in an appropriate timeline, and that when absent they clearly signpost an alternative contact that will support the students appropriately. (University recommendation) Recommendation two: Training on Pebble Pad to be available to supervising practitioners with a route to obtaining relatively real-time answers to questions. (University recommendation) Recommendation three: That practitioners receive annual updates on assessment training and have a clear line of communication to the LME at the UoB to answer questions as needed. (University recommendation) Recommendation four: Students should be further consulted to determine what preparation is needed for joining the practice learning environment, and this preparation should be embedded within the timetable for new students commencing studies from September 2022. (University recommendation) Recommendation five: The programme documentation should be revisited to ensure clarity and consistency of inclusive language. The module descriptors to be proofread to ensure supplementary assessment tasks are clearly articulated, learning outcome mapping is explicitly included across all modules and updated reading lists for

	2022/23 delivery are finalised and communicated to the library in a timely manner. (University recommendation)
	Recommendation six: Study plans should be developed to determine the appropriate transition arrangements for students registered on the current curriculum, who fall outside of a standard cohort progression. (University recommendation)
	Recommendation seven: A further review of staff capacity to be undertaken, in light of multiple new forms of assessment being developed and the workload implications this will result in. (University recommendation)
Focused areas for future monitoring:	Practice learning and assessment including the proposed implementation of a coaching model.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

UoB provided evidence to demonstrate that all four joint NMC and university conditions are met. The university confirm that all conditions are met.

Condition one: An implementation plan in the submitted conditions response to the conditions document details strategies to ensure student feedback is listened to. The implementation plan strengthens the personal academic tutor (PAT) system. All PATs receive training for their role, they meet with students six times a year in stage one, four times in year two and three times in year three. PATs have responsibility to disseminate any feedback at monthly staff student issues meetings. Weekly online drop-in sessions are provided by the academic practice lead and ad hoc practice de briefs are held at the start of each theory bloc. Any actions not resolved within the identified time frame will be escalated to the professional lead/LME.
Condition one is met.

Condition two: A sample of current agreed signed and dated PLP agreements for the midwifery programmes is provided.
Condition two is met.

Condition three: An implementation plan identifies how UoB ensures that practice supervisor and practice assessor preparation is effective and comparable between

PLPs. UoB and PLPs agree to implement the eLearning for health training package for practice supervisors and assessors. All year three students also undertake the training in preparation for transitioning to the role of practice supervisors as newly qualified practitioners. Annual updates for practice supervisors and practice assessors in the trusts are provided by the practice education team and attendance is monitored by the practice education lead in each trust. Non-attendance is managed through staff performance reviews by managers.

The implementation plan further identifies cross trust monthly online updates and dissemination of the SSSA via flyers to the practice learning environment and a separate page for practice supervisors and practice assessors on the UoB Pebble Pad site. A table identifies the intended training for the implementation of the eMORA.

Condition three is met.

Condition four: An implementation plan identifies how UoB ensures that PLPs and students are effectively supported to raise a concern without prejudice. The role of the PAT is being strengthened through an ongoing project that will see additional staff training and implementation of monthly check in emails, monthly PAT drop ins and clear out of office messages identifying cover. UoB identify a strategy to create a safe space for candour which includes a student chairing the student staff liaison committees (SSLCs) and the LME, associate dean and dean of the faculty to meet with students at the start of each academic year. Freedom to speak up ambassadors are being implemented in one of the trusts who are supporting a year three student in this role, there are plans to roll out to other trusts. Practice educators and the practice education partnership (PEP) team will work with practice supervisors and practice assessors to build engagement and support all staff in the practice learning environment. The professional midwifery advocate role is being highlighted to students. Any concern identified by students or practice supervisors and practice assessors is monitored by the programme monitoring team meetings.

Condition four is met.

The programme is recommended to the NMC for approval.

AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒

	Recommended to refuse approval of the programme	☐
Date condition(s) met:	21 June 2022	

Section three

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

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

Please refer to the following NMC standards reference points for this section:
Standards framework for nursing and midwifery education (NMC, 2018) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working **Standard 2: Educational governance and quality:** R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders R2.4 comply with NMC *Standards for student supervision and assessment* R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

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

Standard 3: Student empowerment:
R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice

Standard 4: Educators and assessors:
R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:
R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
R5.14 a range of people including service users contribute to student assessment

__Standards for student supervision and assessment__ (NMC, 2018)

Standard 1: Organisation of practice learning:
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
R1.7 students are empowered to be proactive and to take responsibility for their learning
R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

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

Programme documentation and discussion at the approval visit evidence partnership working between UoB and key stakeholders. There's an LME in post who's registered with the NMC. The programme team and key stakeholders provide assurance of a commitment to ensure partnership working in the design, development, co-production and delivery of the programmes. Senior practice leaders confirm that there's a robust partnership with UoB and are supportive of the programmes. Students confirm they are supernumerary in practice, but partnership agreements have not been made available. (Condition two)

There's a PEP between UoB and PLPs where ongoing evaluation and audit of placement areas is facilitated. The proposal team tell us there are two weekly visits to practice areas and PLPs have practice educators in post to support students in placement. There's documentary evidence of training events for practice supervisors and practice assessors and UoB tell us they facilitate training events online. Some practice supervisors and practice assessors met at the approval visit tell us that they aren't able to access training for their roles. (Condition three).

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UoB has a SUCs strategy. There's an established service user group which supports service users across the health and social care faculties. SUCs tell us they access training for teaching and selection of students, including equality and diversity training and unconscious bias. Programme specification and module descriptors give examples of SUC involvement to student learning and assessment. SUCs tell us they provide scenarios for use in inter-professional learning (IPL) events. There's documentary evidence of SUCs, PLPs and student involvement in curriculum design. Students tell us changes have been made to the programmes following their feedback. SUCs tell us they're involved in the development and ongoing evaluation of the programmes.

UoB is adopting the MORA for recording and evidencing student progression and the achievement of assessments in practice. The programme team tell us that the MORA is available as an online eMORA via pebble pad. UoB and PLPs confirm they are experienced in the use of an online practice assessment document. There's documentary evidence of a training programme for the MORA and the proposal team tell us there's a joint launch event planned. SUC evaluation is included in feedback for practice assessments within the eMORA. There's an eMORA context document outlining the assessment process over the three stages of both programmes.

UoB introduced the SSSA during the COVID19 pandemic. There's evidence of programme and student facing documentation of the roles and requirements of the SSSA. Students tell us they are supported in practice but do not always receive timely feedback from practice supervisors nor responded to from the programme team when requesting support. (Condition one).

There's evidence in student facing and programme documentation of an escalating concerns procedure for both students and PLPs. Students and PLPs tell us they are aware of an escalating concerns process, but students tell us that they don't feel able to raise a concern in practice as they fear it impacts on their assessment. PLPs tell us that when raising a concern about a student the programme team sometimes fail to take appropriate action. (Condition four).

The proposal team tell us there's a staff students liaison committee held twice yearly which is now chaired by a student representative. The programme team tell us they arrange twice yearly midwifery celebration events to enhance a sense of student belonging. A conference is held at the commencement of the academic year where students share their experiences of elective placements.

There's documentary evidence in module descriptors of IPL opportunities through an annual faculty wide study day and scenario-based team learning with other health care students. The programme team tell us of an immersive learning experience with paramedic students using real life scenarios. Placement plans identify inter-professional working experiences with wider health care professional to support practice learning.

There's a theory and placement plan for the proposed programme. PLPs tell us that the plan and opportunities offered by PLPs supports students to achieve the required outcomes. PLPs confirm they have the midwives and doctors necessary to support the supervision and assessment of the systematic examination of the newborn. The placement plan provides opportunities for students to be placed within continuity of care or community teams to undertake a small case load of women and their families at each stage of the programme.

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

MET ☐ **NOT MET** ☒

There's evidence of a personal academic tutor system and link tutors identified as academic assessors, but students tell us they do not always receive timely feedback nor responded to from the programme team when requesting support.

Condition one: Detail the strategies to ensure student feedback is listened to and acted upon appropriately by the programme team (SFNME R4.9, SPMP R2.1).

There's evidence of partnership working with stakeholders and quality assurance procedures, but no partnership agreements have been provided.

Condition two: Provide a sample of current signed PLP agreements for the midwifery programme (SFNME R2.1, SPMP R2.1).

There's documentary evidence of an escalating concerns process but students tell us they do not feel able to raise a concern in practice. Practice supervisors and assessors are concerned that their views are not always supported and students are removed to another placement or supervisor before issues have been effectively resolved.

Condition four: Ensure that PLPs and students are effectively supported to raise a concern without prejudice (SFNME R1.5)

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** ☒

There's documentary evidence of SSSA preparation and the programme team tell us they provide online sessions but in our discussions with practice supervisors and practice assessors they tell us that training is inconsistent and they cannot always access the training due to pressures at work and lack of support to undertake the training.

Condition three: Ensure that practice supervisor and practice assessor preparation is effective and comparable between PLPs. (SSSA R1.4, SPMP R4.2)

Post event review

Identify how the condition(s) is met:

Condition one: An implementation plan in the submitted conditions response to the conditions document details strategies to ensure student feedback is listened to. The implementation plan strengthens the PAT system. All PATs receive training for their role, they meet with students six time a year in stage one, four times in year two and three times in year three. PATs have responsibility to disseminate any feedback at monthly staff student issues meetings. Weekly online drop-in sessions are provided by the academic practice lead and ad hoc practice de briefs are held at the start of each theory bloc. Any actions not resolved within the identified time frame will be escalated to the professional lead/LME .

Condition one is met.
Evidence:
Curriculum document three/ response to NMC and UoB joint conditions p4-10, undated.

Condition two: A sample of current agreed signed and dated PLP agreements for the midwifery programmes is provided.

Condition two is met.
Evidence:
Curriculum document three / response to NMC and UoB joint conditions, appendix one, 3 May 2022.

Condition three: An implementation plan identifies how UoB ensures that practice supervisor and practice assessor preparation is effective and comparable between PLPs. UoB and PLPs agree to implement the eLearning for health training package for practice supervisors and assessors. All year three students also undertake the training in preparation for transitioning to the role of practice supervisors as newly qualified practitioners. Annual updates for practice supervisors and practice assessors in the trusts are provided by the practice education team and attendance is monitored by the practice education lead in each trust. Non-attendance is managed through staff performance reviews by managers. The implementation plan further identifies cross trust monthly online updates and dissemination of the SSSA via flyers to the practice learning environment and a separate page for practice supervisors and practice assessors on the UoB Pebble Pad site. A table identifies the intended training for the implementation of the eMORA.

Condition three is met.

Evidence:
Curriculum document three / response to NMC and UoB joint conditions, p10-12, appendix two, undated.

Condition four: An implementation plan identifies how UoB ensures that PLPs and students are effectively supported to raise a concern without prejudice. The role of the PAT is being strengthened through an ongoing project that will see additional staff training and implementation of monthly check in emails, monthly PAT drop ins and clear out of office messages identifying cover. UoB identify a strategy to create a safe space for candour which includes a student chairing the SSLCs and the LME, associate dean and dean of the faculty to meet with students at the start of each academic year. Freedom to speak up ambassadors are being implemented in one of the trusts who are supporting a year three student in this role, there are plans to roll out to other trusts. Practice educators and the PEP team will work with practice supervisors and practice assessors to build engagement and support all staff in the practice learning environment. The professional midwifery advocate role is being highlighted to students. Any concern identified by students or practice supervisors and practice assessors is monitored by the programme monitoring team meetings.

Condition four is met.
Evidence:
Curriculum document three / response to NMC and UoB joint conditions, p10, p12-15, appendix three, appendix four, undated.

Date condition(s) met: 21 June 2022

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

Student journey through the programme
Standard 1: Selection, admission and progression
AEIs must:

AEIs must:
R1.1 appoint a <u>lead midwife for education</u> 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 heath 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 <u>lead midwife for education</u> 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** ☐

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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 <u>evaluative summary</u> 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. Entry requirements in relation to numeracy and literature are explicit in programme documentation. Programme documentation identifies that digital literacy skills are assessed and developed throughout the programmes. UoB utilises an electronic portfolio and eMORA. There's evidence of training and ongoing support for students prior to commencing placement and throughout both programmes.

Numeracy is assessed in all stages of the programmes through safeMedicate which provides formative and summative assessment.

There's documentary evidence that all students undertake a disability screening during the first trimester and are linked to appropriate student services for advice and support.

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 heath 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** ☒

UoB isn't presenting a shortened pre-registration midwifery programme.

Proposed transfer of current students to the programme under review
From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the *Standards for pre-registration midwifery programmes* and the *Standards of proficiency for registered midwives* will be met through the transfer of existing students onto the proposed programme. Programme documentation tells us that existing students aren't transferring to the proposed programmes. There's documentary evidence identifying that existing pre-registration midwifery students at UoB were asked about transferring to the proposed programme but agreed to remain on the current programme being undertaken. The programme team tell us that students who interrupt from the existing programmes have bespoke plans and mapping of learning outcomes made by the programme lead.

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

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

Documentary evidence identifies that all midwifery students transferred over to the SSSA in March 2020 in response to the emergency standards during the Covid 19 pandemic. Students and PLPS tell us they are aware of the different roles and responsibilities within the SSSA. Students tell us they have an allocated practice assessor and academic assessor.

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: 3 May 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: UoB introduced the SSSA during the COVID19 pandemic. There's evidence of programme and student facing documentation of the roles and requirements of the SSSA. Students tell us they are supported in practice but do not always receive timely feedback from practice supervisors nor responded to from the programme team when requesting support. (Condition one)

Students and PLPs confirm that students are supernumerary in the practice learning environment. However, a selection of placement agreements between UoB and partner organisations have not been provided to formalise this commitment. (Condition two)

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Provide an <u>evaluative summary</u> 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: SUCs confirm they are involved in student selection and assist in the development of questions. SUCs are trained to participate in selection and open day events. SUCs tell us they are involved in different aspects of the course including providing scenarios and teaching. One service user explained she was able to gain a teaching qualification as part of her support to teach students.

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** ☒

UoB isn't delivering the programme in Wales.

Provide an <u>evaluative summary</u> 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: There's documentary evidence confirmed at the approval visit that both programmes have a yearlong placement module in each stage of the programme. Students are supernumerary and will be in placement for a minimum of 25 hours per week. Exposure includes continuity of carer and full systematic examination of the newborn. Experiences span the childbirth continuum covering antenatal, intrapartum and postnatal care in hospital and community settings. UoB works in partnership with three NHS trusts and PLPs tell us they have the range of placements to ensure students can meet the requirements of the MORA. PLP leads tell us they have the resources to facilitate the systematic examination of the newborn. Students tell us they access a range of placements to meet their practice learning outcomes. There's an opportunity for students to use an elective placement in year two. The proposal team confirm this is not within the required

NMC hours. Students self-organise and self-fund the elective placement with the support of their personal academic tutor.

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: Documentary evidence confirms and at the approval visit the programme team explains the use of simulation and immersive learning technologies available for students. The proposal team tell us they are investing in new technologies to include virtual reality and simulation models. The proposal team tell us that students access simulated skills prior to their first placement and further simulation is provided throughout the programmes to compliment practice learning.

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: Documentary evidence confirms that the design of the proposed programmes provides an equal balance of 50 percent theory and 50 percent practice. Programme documentation details a spiral curriculum using inquiry-based learning approach. Module descriptors confirmed by the approval team tell of a transition to professional self-modules for each stage of the programmes which enhances placement learning allowing student to be supported with lectures or undertake self-managed learning during placement weeks. Students on the BSc(Hons) and MSc programmes learn together. There's a personal academic tutor system for students to receive tutorial support. The proposal team tell us that students on the MSc programmes are supported through seminars to develop further critical analysis and leadership skills. Documentary evidence in module descriptors confirmed at the visit identify a range of formative and summative assessment strategies including exams, essays, presentations, OSCE's and reflective writing.

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** ☒

UoB isn't presenting a shortened programme.

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** ☒

UoB isn't presenting a shortened programme.

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

YES ☐   **NO** ☒

UoB introduced the SSSA during the COVID19 pandemic. There's evidence of programme and student facing documentation of the roles and requirements of the SSSA. Students tell us they are supported in practice but do not always receive timely feedback from practice supervisors nor responded to from the programme team when requesting support. (Condition one)

Students and PLPs confirm that students are supernumerary in the practice learning environment. However, a selection of placement agreements between UoB and partner organisations have not been provided. (Condition two)

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

YES ☒   **NO** ☐

Outcome

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

There's evidence of a personal academic tutor system and link tutors identified as academic assessors, but students tell us they do not always receive timely feedback nor responded to from the programme team when requesting support.

Condition one: Detail the strategies to ensure student feedback is listened to and acted upon appropriately by the programme team (SFNME R4.9, SPMP R2.1).

There's evidence of partnership working with stakeholders and quality assurance procedures but no partnership agreements have been provided.

Condition two: Provide a sample of current signed PLP agreements for the midwifery programme (SFNME R2.1, SPMP R2.1).

Date: 3 May 2022

Identify how the condition(s) is met:

Condition one: An implementation plan in the submitted conditions response to the conditions document details strategies to ensure student feedback is listened to. The implementation plan strengthens the PAT system. All PATs receive training for their role, they meet with students six times a year in stage one, four times in year two and three times in year three. PATs have responsibility to disseminate any feedback at monthly staff student issues meetings. Weekly online drop-in sessions are provided by the academic practice lead and ad hoc practice de briefs are held at the start of each theory bloc. Any actions not resolved within the identified time frame will be escalated to the professional lead/LME.

Condition one is met.
Evidence :
Curriculum document three/ response to NMC and UoB joint conditions p4-10, undated.

Condition two: A sample of current agreed signed and dated PLP agreements for the midwifery programmes is provided.

Condition two is met.
Evidence:
Curriculum document three / response to NMC and UoB joint conditions, appendix one, 3 May 2022.

Date condition(s) met: 21 June 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 <u>evaluative summary</u> 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: There's documentary evidence of practice learning opportunities that enable students to meet the SPRM. Students are placed in one of three NHS trusts where they can gain experience in all aspects of midwifery care. Both programmes use yearlong practice modules for each stage of the programmes. The practice modules are mapped to the domains one to six of the SPRM. A context document confirms that students must achieve all required components of the MORA for each stage of the programme in order to progress to the next stage and meet the SPRM. Students who don't succeed are provided with one further opportunity. There's no further opportunity for retrieval of this assessment should a student fail at a second attempt.

There's documentary evidence confirmed at the visit that there is a placement management system overseen by a placements officer. Quality assurance is monitored by the practice assessment record and evaluation tool (PARE) which is

hosted by HEE. Placement audits are undertaken by a PEP team and practice educators. Practice evaluations are submitted to an online platform and reviewed by the practice educators and a PEP team.

The proposal team and PLPs tell us they work collaboratively to ensure the quality of the learning environment and ensure students can meet the practice learning outcomes.

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 documentary evidence and students tell us they can access a range of placements to experience the role and scope of the midwife to provide holistic care to, newborns, partners and families. Students develop skills and knowledge in relation to the systematic examination of the newborn throughout the programme. Documentation of practice achievement is through the MORA as an eMORA on a Pebble Pad platform to ensure that the SPRM proficiencies are met. UoB provides a MORA context document identifying when proficiencies are to be met. A student placement information handbook identifies they are supernumerary in placement. At the visit students tell us and PLPs confirm that students are supernumerary in placement.

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: Documentary evidence, the programme team and PLPs tell us that they have opportunities for students to gain exposure to multi agency working such as social services and sexual health services. Students can also undertake an elective placement. Programme documentation confirmed by the programme team at the visit identifies that placement allocations are managed by a placements team using an electronic placement management system. Students are given a placement plan at the start of each stage, specific placements allocations via an online portal are provided four weeks prior to commencement.

The programme team describe IPL events with radiographer and paramedic students. There's an immersive learning experience in the final year exploring a real-life scenario facilitated with senior midwives and obstetricians for paramedics and midwifery students.

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

MET ☒ **NOT MET** ☐

R3.4 is met: Programme documentation and confirmation at the visit identifies that students are placed within a core continuity of care or community team at the start of the programme. Students identify a small caseload of women in each stage of the programme, increasing in number year on year. Continuity of care and community placements are interwoven throughout each stage of both programmes to enable continuing exposure to continuity models of care enabling students to gain the learning opportunities to meet proficiencies in domain six SPRM. Achievement is documented in the eMORA.

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: Documentary evidence and discussion at the visit confirm that students are supported to have access to a range of learning opportunities that enable them to experience midwifery care across a range of settings. The proposal team tell us that Bradford and wider Yorkshire has a diverse population and students have access to services that cater for women with complex needs as well as midwifery led services. The eMORA requires students to document and respect cultural differences and plan individualised care. The proposal team tell us that students can access an elective placement in year two. Students self identify an elective placement which may be local or abroad. Students are supported by their personal tutor and the placements team. Students share their elective experience in a conference at the start of each year.

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: There's documentary evidence that students are enabled to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complications and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual factors.

The MORA/eMORA is designed to document student ongoing development and knowledge when caring for women and infants with additional care needs and complications. The programme has a spiral curriculum to facilitate students to develop knowledge incrementally increasing in complexity across both three year

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programmes. The programmes team at the visit confirm that there are opportunities to develop skills not regularly seen in practice across all three years. The programme team tell us that clinical simulation is supported by peer learning, the sessions are student led facilitated by lecturers. The modules are mapped to the SPRM.

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: Documentary evidence confirms that all students are assessed as to their learning needs on joining the course. Students who may need additional help are provided with support from their personal tutor and additional UoB disability services. Students with a disability requiring reasonable adjustments are supported in placement through a 'placement support agreement' and the personal academic tutor, link lecturer and university disability adviser.

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: 3 May 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 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 <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met
R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC *Standards framework for nursing and midwifery education*
MET ☒ **NOT MET** ☐
R4.1 is met: Documentary evidence and the approval visit confirm that UoB and PLPs have procedures in place to support supervision, learning opportunities and assessment in line with the SFNME. The programme team confirm that students

are prepared for the practice learning through skills facilitation, theoretical sessions, face to face and online mandatory training. Students are provided with sessions to support the use of an online portfolio and eMORA practice document. SUCs, practice supervisors, practice assessors and academic assessors contribute to student learning and assessment as identified in the MORA. There's documentary evidence of quality assurance processes and an external examiner appointed to the programme is a registered midwife and lecturer at another AEI. Students are supported in theory learning by personal academic tutors. There's evidence of a robust range of student services including disability and library facilities. Academic staff cv's demonstrates the programmes are supported by suitably qualified educators. The proposal team tell us that four further members of the team are due to commence imminently.

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

MET ☐   **NOT MET** ☒

R4.2 is not met: Student achievement and progression is recorded in the MORA via the eMORA. The proposal team and PLPs at the visit tell us they support an online practice assessment document and currently use an electronic assessment document. There's documentary evidence confirmed at the event that a number of training events are taking place prior to the implementation of the eMORA. There's documentary evidence in student placement handbooks and programme information about the roles and responsibilities of practice assessors, practice supervisors and academic assessors. Academic assessors are assigned to placement areas and change groups after each stage of the programme ensuring a different academic assessor in concurrent years. The programme team tell us this is monitored by the placement academic lead.

There's evidence of training material and the programme team tell us that they provide online training events and two weekly drop ins at PLP sites. However, the practice supervisors and practice assessors met at the visit tell us that training for their roles is inconsistent and they have difficulty accessing any training available. (Condition three)

Programme documentation and the programme team tell us that a peer coaching model is being implemented. The programme team tell us that a pilot is proving successful and the system will be rolled out to other placement learning areas.

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: Programme documentation and discussion at the visit confirms that students meet the SPRM and programme outcomes. There's evidence in programme documentation of mapping to the SPRM for all theoretical and practice learning outcomes.

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

MET ☒   **NOT MET** ☐

R4.4 is met: There's documentary evidence confirmed by the programme team at the visit that students are provided with formative and summative feedback to enable development and achievement of theoretical and placement learning outcomes. Students are supported by a personal academic tutor to aid theoretical development. PLPs tell us that they provide feedback verbally and are experienced in providing feedback through an online assessment document. The MORA provides opportunities for SUCs to provide feedback on care provided by students.

Evidence provides assurance that the following requirements are met

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☐   **NO** ☒

Practice supervisors and practice assessors tell us that training to support them in their roles is inconsistent and they are not always supported by the trusts to access training available. (Condition three)

Outcome	
Is the standard met?	**MET** ☐ **NOT MET** ☒

There's documentary evidence confirmed by the programme team of training and support for practice supervisors and practice assessors but PLPs met at the visit tell us that training is inconsistent and they are not always able to attend training when provided.

Condition three: Ensure that practice supervisor and practice assessor preparation is effective and comparable between PLPs. (SSSA R2.2, SPMP R4.2)

Date: 3 May 2022

Post event review

Identify how the condition(s) is met:

Condition three: An implementation plan identifies how UoB ensures that practice supervisor and practice assessor preparation is effective and comparable between PLPs. UoB and PLPs agree to implement the eLearning for health training package for practice supervisors and assessors. All year three students also undertake the training in preparation for transitioning to the role of practice supervisors as newly qualified practitioners. Annual updates for practice supervisors and practice assessors in the trusts are provided by the practice education team and attendance is monitored by the practice education lead in each trust. Non-attendance is managed through staff performance reviews by managers. The implementation plan further identifies cross trust monthly online updates and dissemination of the SSSA via flyers to the practice learning environment and a separate page for practice supervisors and practice assessors on the UoB Pebble Pad site. A table identifies the intended training for the implementation of the eMORA.

Condition three is met.
Evidence:
Curriculum Document three / response to NMC and UoB joint conditions, p10-12, appendix two, undated.

Date condition(s) met:	
21 June 2022	
Revised outcome after condition(s) met:	**MET** ☒ **NOT MET** ☐

Standard 5: Qualification to be awarded

AEIs together with practice learning partners must:

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

R5.2 notify students during and before completion of the programme that they have five years to apply to register with the NMC if they wish to rely on this qualification[1]. 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[2]. 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** ☒

Documentary evidence confirms that there's no fallback exit award allowing registration as a midwife with the NMC.

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

YES ☒ **NO** ☐

Outcome	
Is the standard met? **MET** ☒ **NOT MET** ☐	
Date: 3 May 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

Sources of evidence

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒
If you stated no above, please provide the reason and mitigation: UoB isn't presenting an apprenticeship route for approval. Written PLP agreements form condition two.		
List additional documentation: None identified.		
Additional comments: None.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: BSc (Hons) Midwifery year one student x two BSc (Hons year three student x two MSc Midwifery year three student x one		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't presented for approval.		
Additional comments: None identified.		

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

	YES	NO

Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☐	☒
System regulator reports list: There are no CQC reports provided.		
If you stated no above, please provide the reason and mitigation: UoB is an established provider of midwifery education and visits to placement areas aren't required.		
Additional comments:		

Issue record			
Final Report			
Author(s):	Frances Galloway Jonathan Fisher	Date:	5 May 2022
Checked by:	Pamela Page	Date:	17 May 2022
Submitted by:	Shahzaib Ghafoor	Date:	8 July 2022
Approved by:	Colleen Regan	Date:	12 July 2022