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 Birmingham
Programme reviewed:	Registered Midwife - 18M ☐ Registered Midwife - 24M ☒ Registered Midwife - 36M ☐ Registered Midwife - degree apprentice ☒
Title of programme(s):	MSc Midwifery (Shortened) MSc Midwifery Degree Apprenticeship (Shortened)
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:	29-30 March 2022	
Programme start date: Registered Midwife – 18M Registered Midwife – 24 M Registered Midwife – 36 M Registered Midwife – degree apprentice		
	19 September 2022	
	19 September 2022	
QA visitor(s):	Registrant Visitor: Sarah Snow Lay Visitor: Terry Williams	

Summary of review and findings
The University of Birmingham (UoB), an approved education institution (AEI), school of nursing and midwifery (the school) present for approval a shortened, pre-registration direct entry Master of Science (MSc) programme for registered nurses that leads to professional registration as a midwife. The proposed programme has been developed to meet the Standards framework for nursing and midwifery education (SFNME) (Nursing and Midwifery Council (NMC), 2018), the Standards for student supervision and assessment (SSSA) (NMC, 2018), the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and the Standards of proficiency for midwives (SPM) (NMC, 2019). In partnership with employer partners (EPs), the UoB is also proposing for approval a shortened, pre-registration midwifery degree apprenticeship (MDA) route for registered nurses. The proposed direct entry and MDA routes are full-time and will run concurrently. There are two exit awards for the direct entry route; neither confer NMC registration as a midwife. Completion of the MDA and eligibility for NMC registration are subject to confirmation that the integrated end point assessment is completed. Programme documentation and the approval visit confirm that the curriculum content and mode of delivery are designed to meet the SPM. Domains one to five of the SPM are mapped within the programme content. The domain six skills are clearly visible and evidenced within the midwifery ongoing record of achievement (MORA) and demonstrate what must be met at the point of registration as a midwife. The MORA was developed by the England and Northern Ireland midwifery practice assessment collaboration and has previously been approved. The version applied here is a derivative of the original document for use by shortened programmes and is used as an electronic document (eMORA), supported by the PebblePad platform. There's evidence of wide engagement and a collaborative approach to the design and development of the programme. Co-production was led by the lead midwife for education (LME) and involved the school and programme teams, EPs, practice learning partners (PLPs), service users and carers (SUCs) and current nursing students. This engagement is recorded within the programme documentation and confirmed at the approval visit by EPs, PLPs, SUCs and students. Documentary evidence and the approval visit confirm effective partnership working between the UoB and stakeholder groups, including several staff groups from EP and PLP organisations, SUCs and students. This includes confirmation that there are robust partnership approaches between the UoB and their PLPs/EPs to manage and mitigate any risks to student learning. Senior EP staff representatives confirm partnership agreements are in place with the UoB to deliver the MDA route

Nursing & Midwifery Council

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

MOTT MACDONALD

and documentary evidence confirms this. University Hospitals Birmingham NHS Foundation Trust and Birmingham Women's and Children's NHS Foundation Trust EPs attend the approval visit and are approved to support delivery of the MDA at the UoB.

The SFNME is met at programme level.

The SSSA are met at programme level.

The programme is recommended to the NMC for approval. One joint NMC and university recommendation is made.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☒ Programme is recommended for approval subject to specific conditions being met ☐ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** None identified.

Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	Recommendation one: The programme team are advised to strengthen the preparation and ongoing support of practice supervisors and practice assessors in the use of PebblePad to facilitate implementation of the eMORA. (SSSA R5.1, R8.2)
Focused areas for future monitoring:	Sustaining equity of access to continuity of midwifery carer teams. Embedding the established links with AEIs who share placement learning environments. Maintaining flexible and accessible resources to help prepare practice supervisors and practice assessors for the new programme.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions: N/A

AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	Amendment to narrative in R3.1 to reflect specialist placement flexibility for all learners.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☐ Recommended to refuse approval of the programme ☐
Date condition(s) met:	N/A

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.

There's evidence that the UoB 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 EPs, PLPs, SUCs and nursing students. Documentary evidence and the approval visit demonstrate a clear commitment to involve stakeholders in the development of the programme.

Programme documentation and the approval visit confirm effective strategic and operational partnership working between the UoB and PLPs/EPs. Representatives from EPs and PLPs tell us about the positive working partnership and meaningful involvement they have with the UoB. They anticipate that this will be sustained in the ongoing co-production of the programme. EPs and PLPs are enthusiastic about the new programme and tell us of their commitment to the establishment of the MDA route. They identify the proposed programme and MDA route as important strategic developments that will benefit the local and national workforce. EPs and PLPs confirm their commitment to support further placement opportunities as the number of students increases.

Clear systems are in place to enable the supervision and assessment of students and effective communication systems are established between PLPs/EPs and the programme team. PLPs/EPs confirm that they're prepared for the supervision and assessment of new UoB midwifery students. PLPs/EPs tell us that they're

Nursing & Midwifery Council

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

MOTT MACDONALD

developing familiarity with the eMORA used by other AEIs' midwifery students and are supported by practice placement managers (PPMs) in its use. The UoB will host their eMORA using PebblePad and recognise that this is a new platform for PLPs/EPs. The plan to introduce and implement PebblePad and the UoB version of the eMORA is clearly described by the programme team, however some PLPs/EPs express anxiety about its initial use. A recommendation is therefore made to strengthen the preparation and ongoing support of practice supervisors and practice assessors in the use of PebblePad to facilitate implementation of the eMORA. (Recommendation one)

There's evidence of a collaborative partnership approach to ensure that governance structures are in place for student learning. The Birmingham and Solihull (BSol) quality group provides quality assurance of the experience of students and the placement environment, with strategic oversight provided by the BSol education partnership group. Documentary evidence and the approval visit confirms that the UoB has robust procedures in place for escalating concerns about safe and effective midwifery care in practice learning environments. Students, practice assessors and practice supervisors confirm that they understand how to raise concerns. The students tell us that they're well supported in practice learning environments and receive prompt assistance from the programme team when reporting any issues or concerns relating to practice learning, describing them as "receptive and really helpful". The MORA contains action plans to support students in their progression following any concerns raised in practice.

The programme team and PLPs report that monitoring of supernumerary status of midwifery students who are registered nurses is managed in the same way as other learners. PLPs and the programme team acknowledge that monitoring of supernumerary status is especially important for shortened programme students as some will have accrued significant clinical experience in areas linked to maternity care.

There's robust evidence of SUC involvement in the programme, confirmed at the approval visit by SUC representatives from several different organisations. SUCs contribute to recruitment, programme development and delivery of the curriculum. They tell us that they're encouraged and supported by the programme team to contribute to all aspects of the student journey. This, along with the scope of their birth experiences and diverse backgrounds, evidences a robust and sustained approach to the involvement of SUCs in the programme. For example, SUCs generate questions and scenarios used during recruitment. One SUC describes video recordings of her birth stories to be utilised during enquiry-based learning (EBL) and virtual midwifery caseloading (VMC) activities. SUCs tell us that they feel valued and part of the team. They're optimistic that the proposed programme is grounded in the importance of listening to women and their families and are looking forward to an ongoing partnership with the programme team.

The school has a public engagement in midwifery (PEM) group that co-ordinates

and develops SUC input to the programme. The PEM group facilitates training activities for SUCs, including equality and diversity, unconscious bias and values. SUCs are renumerated for their contributions to the programme. The MORA includes opportunities for SUCs to feedback on student achievement in the practice learning environment. Practice supervisors invite women and their families to provide this feedback to support students' ongoing development.

There's evidence of sound interprofessional learning (IPL) in theory and practice settings. Students can access a range of specialist placements throughout the programme that highlight the importance of IPL, for example safeguarding. PPMs tell us that students are supported to access interprofessional obstetric skills learning opportunities during their placements. IPL experiences in the practice learning environment are recorded in the MORA. The programme team tell us that students have opportunities to learn alongside medical students, for example during a day assigned to normal and complex birth. They also have a joint training session in gynaecology and participate in the UoB interprofessional simulation day. UoB senior staff tell us that a forthcoming major development is the building of a skills and simulation centre which will be utilised by midwifery students alongside other students on health courses including medicine, dentistry and nursing.

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 <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 <u>the Code</u>

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 <u>NMC Guidance of heath and character</u>. 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** ☐

Nursing & Midwifery Council

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

MOTT MACDONALD

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 <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. Literacy, numeracy, digital and technological literacy are embedded throughout the midwifery curriculum and are clearly mapped against module learning outcomes and the SPM. Mapping documentation, module outcomes and assessments detail how students gain the required numeracy, literacy and digital technology skills.

The school provides several resources for students to enhance and support learning. These include a maths support centre and academic skills workshops. Students can access specific support around assessment feedback and the programme embeds specific skills relating to EBL, for example enhancing group work. Students can access support from the school's digital and information technology services, including eMORA training resources. Students report a high

level of satisfaction with the staff and services available to them to support blended learning.

The safeMedicate resource is embedded across the programme and is used to develop numeracy skills, for example drug calculations. There's a numeracy assessment in the final practice module of the programme.

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** ☐

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.

This is a new programme and therefore there are no existing students.

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. This is a new programme and therefore there are no existing students.
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: 30 March 2022	

Post event review	
Identify how the condition(s) is met: N/A	
Date condition(s) met: N/A	
Revised outcome after condition(s) met:	**MET** ☐ **NOT MET** ☐
N/A	

Standard 2: Curriculum
AEIs together with practice learning partners must:
R2.1 ensure programmes comply with the *NMC Standards framework for nursing and midwifery education*
R2.2 comply with the *NMC Standards for student supervision and assessment*
R2.3 ensure that programme learning outcomes reflect the *NMC Standards of proficiency for midwives*
R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes
R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice
R2.7 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required

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

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

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

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

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

YES ☒   **NO** ☐

R2.2 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 <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. There's robust evidence that women, partners, families and advocacy groups are involved in the design, development, delivery and evaluation of the programme. SUCs are drawn from a diverse range of backgrounds and advocacy groups, for example BigBirthas, Acacia Family Support and Muslim Women's

Network UK. SUCs contribute to recruitment, programme development and delivery of the curriculum. They tell us that they're encouraged and supported by the programme team to contribute to all aspects of the student journey. For example, SUCs generate questions and scenarios used during recruitment. One SUC describes video recordings of her birth stories to be utilised during EBL and VMC activities. The MORA includes opportunities for SUCs to feedback on student achievement in the practice learning environment.

Evidence provides assurance that the following requirements are met

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

YES ☐   NO ☐   N/A ☒

The programme isn't delivered in Wales.

Provide an <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. Programme documentation and the approval visit confirm that the UoB design and deliver a programme that supports students to gain contemporary, relevant and ongoing exposure to midwifery practice. The EBL curriculum reflects the SPM and is organised so that key themes are developed across the duration of the programme.

Documentary evidence and discussion at the approval visit confirms that students have varied practice learning environment experiences in key maternity settings in each year. These include community, antenatal care, intrapartum and postnatal care. Students access a range of short placement learning opportunities relevant to midwifery practice, including perinatal mental health, fetal medicine and bereavement services.

Students and the programme team confirm that IPL and shared learning opportunities exist for students in theory and practice. Midwifery students access a range of placements during the programme that highlight the importance of IPL and multi-agency working. For example, spoke experiences with specialist midwives and agencies working with culturally and ethnically vulnerable women.

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 and the approval visit confirm that technology-enhanced and simulated learning opportunities are used effectively and proportionately across the programme to support learning and assessment. This includes where clinical circumstances occur infrequently and a proficiency is required.

Students have access to 'SCRIPT', a national eLearning programme commissioned by Health Education England, designed to encourage safe and effective prescribing and medicines management. This learning is supported by a safeMedicate examination in year two of the programme.

Students develop and practice multiple simulated skills with progressive fidelity to enable development and consolidation of learning, for example management of postpartum haemorrhage. The skills are identified from a specific case within the VMC. Engagement with low- and high-fidelity simulations and the use of video feedback supports technology-enhanced learning and enables students to challenge and develop their practice.

There's a simulated, systematic newborn health assessment in year one of the programme. PPMs tell us that they facilitate simulated practice sessions in the placement learning environment to support student learning and acquisition of the SPM.

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

MET ☒   **NOT MET** ☐

R2.8 is met. Programme documentation and the LME confirm that there's an equal balance of theory and practice learning across the programme. In year one, there's 1080 hours of theory-based learning and 720 hours of practice-based learning. This is reversed in year two so that there's 720 hours of theory-based learning and 1080 hours of practice-based learning. This meets the requirement for a minimum of 3600 programme hours. Students meet with their academic assessor each year to confirm sessions missed and record hours retrieved.

Programme documentation and the approval visit confirm that the programme utilises a blended learning approach. This includes synchronous and asynchronous online learning and face to face skills weeks. The curriculum is delivered via EBL and utilises a virtual midwifery caseload to support theory and practice-based learning.

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** ☒

A three-year programme with 4600 hours isn't proposed as part of this approval.

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** ☐

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

YES ☐   **NO** ☐   **N/A** ☒

A shortened programme of 18 months and 3000 hours isn't proposed as part of this approval.

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: 30 March 2022	
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 <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. The UoB ensures that there are practice learning opportunities available to students that enable them to develop and meet the SPM. Student achievement of the SPM is documented in the MORA. The placement handbook and MORA detail the distribution of the SPM achievement across each year of the programme and how student progression is managed. This helps to ensure that progress is incremental, students can recognise their achievements and any development needs can be highlighted and acted upon.

Documentary evidence and the approval visit confirms that practice learning environments expose students to learning experiences across all areas of maternity care. These include neonatal intensive care units, specialist clinics and women's reproductive health. Placement administration is overseen by PPMs, the practice education team and link tutors. This process helps to identify the most appropriate learning opportunities to meet students' needs on the programme. Specialist placements are flexible and determined by the individual needs of the student. For example, if a student has practised in gynaecology or high dependency care, they may need fewer hours in those practice learning environments to achieve the relevant SPM/European Union (EU) requirements. EPs and PLPs confirm that there's capacity to accommodate all midwifery students and appropriate learning opportunities are available.

Practice learning environments are subject to educational audit which is completed via the BSol educational audit review group on a two-yearly cycle. Audits may be carried out sooner if they're requested by the PLP/EP, if students raise concerns or external body monitoring findings suggest there's a need for the audit to be revisited sooner. Practice learning environments used by UoB midwifery students are shared with students from other AEIs. The BSol collaboration therefore ensures a cohesive and transparent educational audit. The audit process ensures practice learning quality and safety and that practice learning environments are appropriate to support midwifery students. Students, the programme team and PLPs/EPs confirm that there are processes in place to address any concerns raised by students in practice.

Students experience caseloading practice and are supported to provide continuity of midwifery carer to a small number of women each year. The programme team and PLPs/EPs tell us that these opportunities will expand in line with national policy drivers such as the maternity transformation programme.

Programme documentation and the approval visit provides robust evidence that the programme team and PLPs/EPs collaborate effectively to ensure practice learning opportunities allow students to engage with a diverse range of women and their families. Students tell us that they're able to experience a broad range of practice placements that help them achieve programme 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 evidence that students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families. Programme documentation, the programme team and PLPs/EPs confirm that there are sufficient numbers of practice learning experiences to ensure students gain experience in the holistic needs of women and their families when accessing 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. Programme documentation confirms that students' underpinning knowledge regarding the value of interdisciplinary and multi-agency team working is embedded across the programme. PLPs/EPs tell us that there are placement learning opportunities to facilitate the development of the skills required for working with a range of other disciplines and agencies. These include a wide range of advocacy and support groups, consultant midwives and professional midwifery advocates (PMAs).

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 the approval visit confirm that students are provided with learning opportunities to achieve the proficiencies related to continuity of midwifery carer. Students are supported by their practice supervisor to provide continuity of midwifery carer to a small number of women each year via a caseloading model. The LME confirms that caseloading experience isn't replaced by the VMC, however the skills and knowledge developed from both activities are transferable. The programme team and PLPs/EPs tell us that opportunities for students to experience continuity of midwifery carer teams continue to expand in line with the maternity transformation programme.

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 and PLPs/EPs describe the opportunities for students to experience midwifery care for a diverse population across a range of settings, including midwifery led services. Discussion with students provides assurance that their practice learning needs are met and are of a sound quality. Students are allocated to midwifery specific and specialist placements to enable them to understand the role of the midwife within the broader context of maternal and newborn health. The MORA requires students to document and reflect upon care experiences and evidence how they respect and demonstrate a professional understanding when providing care. The theoretical elements of the programme address the impact of diversity on health outcomes.

Programme documentation and the approval visit confirm that placement administration is managed by the programme team and supported by PLPs/EPs,

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for example PPMs. The placement schedule is shared with the midwifery programme management team who manage placement allocation activities for students. Apprentice placement allocation is managed by the EP. Draft placement allocations are sent to PPMs approximately eight weeks prior to placements starting and released to students a minimum of four weeks before.

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

MET ☒   NOT MET ☐

R3.6 is met. The UoB 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. Students are supported by the programme team, practice assessors and practice supervisors to spend time with midwives practising in a variety of specialist care settings. These include fetal medicine, bereavement care and safeguarding.

Specialist placement learning is underpinned by relevant theory and case studies incorporated within EBL. For example, in the 'exploring additional health needs in a maternity system' year one module, students explore a case study based on hyperemesis in pregnancy. Social, cultural and spiritual factors are also addressed by specific taught sessions, for example caring for a child with Down's syndrome and termination of pregnancy.

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. On entry to the programme students are normally attached to one PLP/EP organisation where they're based for their practice learning experience. Nursing students tell us that they may be allocated to practice learning opportunities in other locations to obtain the required breadth of practice learning experience. PLPs/EPs and the programme team indicate that some flexibility will also apply for midwifery students but cannot be guaranteed.

Occupational health and reasonable adjustments issues are managed by the PLP/EP in conjunction with the programme team. The school encourages students to disclose any health issue or disability that might impact on their programme. Students can utilise the services of a dedicated wellbeing officer to provide support and assistance. The MORA facilitates a record of the consideration of reasonable adjustments for practice learning. This is completed by students and the programme team as appropriate. Students tell us that they're supported to discuss individual needs with the programme team, practice assessors and practice

supervisors to facilitate any adjustments. The student handbook includes further information on the reasonable adjustments process.

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:** 30 March 2022

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 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 demonstrate that the UoB and PLPs/EPs have robust procedures and policies in place to evidence how support, supervision, learning opportunities and assessment comply with the SFNME.

There are clear policies on raising and escalating concerns and fitness to practise. The programme team and PLPs/EPs confirm that there's support for students when raising and escalating concerns in practice. Tripartite meetings provide the opportunity to raise any concerns or issues. Practice learning environment quality assurance processes are evidenced at strategic and operational levels.

Students have access to a range of learning resources including online material. Examples include placement learning, EBL and caseloading guidelines. Students are supported by the practice education team, link tutors, practice assessors and practice supervisors in the practice learning environment. The school allocates students to personal academic tutors who provide advice and support and there's a dedicated wellbeing officer. Academic assessors work in partnership with practice assessors and students to review progress and support development towards achievement of the programme outcomes and the SPM.

Academic staff are suitably qualified to deliver the proposed programme. The programme team and PLPs/EPs confirm there are sufficient practice assessors, practice supervisors and academic assessors to support delivery of learning in practice learning environments. Senior staff from the UoB confirm there are adequate resources available for programme delivery.

Students tell us that they're very well supported academically and in the practice learning environment. They describe effective liaison between the programme team and PLPs. Students confirm that they know how to raise issues and concerns and that they feel confident in doing so. They feel that they're listened to and their concerns are acted upon.

The range of assessments detailed in the programme specifications and module outlines encourage students to develop a wide range of skills relevant to midwifery practice. Documentary evidence and the approval visit confirm that students can achieve the requirements of the programme and the SPM during a variety of practice learning environments. There are practice learning experiences in each year of the programme that are designed to facilitate students caring for a diverse range of women and their families 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. Student achievement and progression in practice is recorded in the MORA. The roles and responsibilities of practice assessors, practice supervisors and academic assessors are clearly specified in the programme documentation and in the MORA.

The preparation of practice assessors, practice supervisors and academic assessors is explicit within the programme documentation. PLPs/EPs and the programme team confirm that there are sufficient, appropriately prepared practice assessors, practice supervisors and academic assessors to support delivery of learning in practice learning environments. PLPs/EPs confirm that additional support for students is available from PMAs. Students tell us that their experience of practice supervision and assessment is very positive.

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

MET ☒ **NOT MET** ☐

R4.3 is met. The programme and module learning outcomes are clearly mapped against the SPM and we're assured that there are sufficiently varied practice learning experiences in each year of the programme to facilitate students achieving the programme outcomes. Module descriptors detail the SPM domains

and the MORA is mapped against the SPM. Programme strands have been developed to provide structure to the EBL curriculum. These align to the SPM domains, international confederation of midwives competencies and EU requirements. The MORA provides an ongoing record of students' progress. Students confirm that they feel supported in achieving the programme outcomes.

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

MET ☒   **NOT MET** ☐

R4.4 is met. Documentary evidence and the approval visit confirm that there are processes in place to provide students with formative and summative feedback throughout the programme, supporting their development and progression. Students confirm that their experiences of receiving feedback during the programme are positive and they feel very well supported by the programme team and PLPs.

Practice assessments are recorded in the MORA. Students receive feedback from practice supervisors and practice assessors during initial meetings, tripartite reviews and summative holistic assessments.

Women and their families as SUCs provide feedback as part of the MORA. This feedback is facilitated by practice supervisors and helps students to reflect on the care they've provided. The MORA records meetings and feedback given to students by practice assessors, practice supervisors and academic assessors. The practice assessor confirms the final assessment and successful achievement of the SPM. This is agreed by the academic assessor and recorded in the MORA.

Evidence provides assurance that the following requirements are met

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

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** ☐

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐ **Date:** 30 March 2022

Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐ N/A

Standard 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 ☒

There are two exit awards for the direct entry route; neither confer NMC registration as a midwife.

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

YES ☒ NO ☐

Outcome	
Is the standard met?	MET ☒ NOT MET ☐

Date: 30 March 2022

Post event review
Identify how the condition(s) is met:
N/A

Date condition(s) met:
N/A

Revised outcome after condition(s) met:	MET ☐ NOT MET ☐
N/A	

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nursing associate education.

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:		
List additional documentation: None identified.		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
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: Year two, Bachelor of Nursing (BNURS) child x one Year two, BNURS adult x one Year two, MSc adult x one Year three, BNURS adult x one Year three, Master of Nursing (MNURS) child x one Year four, MNURS adult x two		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		
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: University Hospitals Birmingham NHS Foundation Trust - Heartlands Hospital. We met with the PPM, director of midwifery, practice supervisors and practice assessors. Visit included a tour of the maternity unit. Birmingham Women's and Children's NHS Foundation Trust – Birmingham Womens' Hospital. We met with the PPM, director of midwifery, practice supervisors, practice assessors and nursing students. Visit included a tour of the maternity unit. At both sites, there's evidence of a wide range of quality placement learning experiences available to midwifery students. The visits assure us that PLPs/EPs are committed to providing high quality experiences for students.		
System regulator reports reviewed for practice learning partners	☒	☐
System regulator reports list: Good Hope Hospital, Care Quality Commission (CQC) quality report, 1 August 2017 Birmingham Heartlands Hospital, CQC quality report, 2 August 2017 Birmingham and Solihull Mental Health NHS Foundation Trust, CQC inspection report, 5 April 2019 Birmingham Women's and Children's NHS Foundation Trust, CQC inspection report, 14 November 2019 University Hospitals Birmingham NHS Foundation Trust, CQC inspection report, 8 October 2021		
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

Issue record			
Final Report			
Author(s):	Sarah Snow Terence Williams	Date:	4 April 2022
Checked by:	Ian Felstead-Watts	Date:	11 April 2022
Submitted by:	Amy Young	Date:	17 May 2022
Approved by:	Leeann Greer	Date:	20 May 2022