

PROGRAMME ENDORSEMENT REPORT

**NMC programmes approved in the UK to be delivered in a specific location
outside of the UK**

Section one

Programme provider name:	The Robert Gordon University
Partner organisation	Health and Community Services, Government of Jersey
Date of endorsement visit:	27-28 June 2023
Programme(s) reviewed:	Pre-Registration Midwifery
Title of programme(s):	BSc Midwifery
Academic level of programme:	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input checked="" type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Endorsement start date:	18 September 2023
QA visitors:	Registrant Visitor: Suzanne Crozier Lay visitor: Kuldeep Singh

Section two

Summary of review and findings

The Robert Gordon University (RGU) is an established approved education institution (AEI). The school of nursing, midwifery, and paramedic practice at RGU presents the approved full-time three-year bachelor of science (BSc) midwifery route for endorsement to deliver within the states of Jersey (SoJ), health and community services (HCS), higher education department (HED). The programme was approved by the Nursing and Midwifery Council (NMC) on 23 June 2021. The endorsement programme has a proposed intake once a year in September of three students. HCS currently works in partnership with another United Kingdom (UK) based AEI to deliver pre-registration midwifery. Staff from HSC confirm how the RGU partnership reflects the workforce planning needs to educate midwives in Jersey. We're told that all students are guaranteed employment on completion of the programme.

Programme documentation and endorsement visit discussions confirm that theoretical aspects of the programme are delivered by RGU staff based at the Aberdeen campus. The RGU approved pre-registration midwifery programme utilises a blended learning approach with online interactive learning. There are identified weeks of face-to-face learning and skills development which will take place alongside students studying the programme in Aberdeen. The practice components of the programme are provided by HCS as the practice learning partner (PLP) in Jersey. Senior managers from HCS agree to support practice learning opportunities and the Standards for student supervision and assessment (SSSA) (NMC, 2018).

There's evidence of effective partnership working. Academic staff from the HED have attended events in both Jersey and in Aberdeen with academic staff from RGU including the lead midwife for education (LME). Contextual documents illustrate the proposed governance arrangements, and discussions during the endorsement visit confirm these are understood by stakeholders. Discussions during the endorsement visit with staff from the HED and HCS confirm the arrangements for the quality assurance of placements. Students and PLPs tell us that the HED supports practice learning effectively, however understanding of practice audit was inconsistent. Documentary evidence of student feedback surveys provided prior to the visit are not compliant with SSSA.

Programme documentation and endorsement visit discussions confirm that there is effective partnership working at strategic and operational level between RGU, HCS, students and people who use services and carers (PUSCs). The senior leadership and programme teams confirm their commitment to further enhance and widen co-production with students and PUSCs.

Practice learning is facilitated by prepared practice supervisors and practice assessors employed as midwives by HCS Jersey. The midwives tell us they understand their roles within the SSSA and this is confirmed by students. There's a team of experienced midwifery academic staff located in the HED in Jersey who provide support and local context for the programme. The academic assessor role is undertaken by staff at the AEI, however practice assessors and practice supervisors report primary communication is with staff from the HED.

The RGU programme uses the approved Scottish midwifery practice assessment document (MPAD) and we are told this will be implemented in Jersey. The LME and staff in the HED are able to articulate how the Scottish MPAD will be contextualised for students. Practice staff confirm they are aware of the proposed change of AEI and are aware of some differences in the curriculum, but tell us that they would value more information about the MPAD and the structure of the RGU programme.

During the visit, midwifery managers, practice assessors and practice supervisors tell us they understand the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019). Visits to practice areas confirm the range of experience available and the ability of HCS in Jersey to provide appropriate experience for student midwives. HED staff confirm the process for audit of practice placements, however this was not well understood by practice managers, practice assessors and practice supervisors. Student numbers are small ensuring good access to practice learning opportunities. The special care baby unit (SCBU) confirm the facilities on the island for newborns requiring additional care. Staff in the SCBU tell us they would welcome students spending more time in that practice area. We're told there are midwives and nurses who are able to undertake newborn examination, however arrangements for enabling students to achieve examination of the newborn are not yet embedded within the services.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is not met at programme level for the endorsement. The SSSA are not met at programme level for the endorsement.

The RGU programme is recommended to the NMC for endorsement for delivery in Jersey subject to two NMC conditions and five NMC recommendations.

Updated 13 July 2023:

RGU have submitted evidence which confirms the two NMC conditions are met. The endorsement is recommended to the NMC for approval.

Recommended outcome of the endorsement panel

<p>Recommended outcome to the NMC:</p>	<p>Endorsement is recommended to the NMC for approval <input type="checkbox"/></p> <p>Endorsement is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse endorsement of the programme <input type="checkbox"/></p>
<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>Condition one: Provide an implementation plan articulating how the programme team will work with PLPs to develop, implement, monitor and review the strategy for proficiency in systematic examination of the newborn in practice. (SSSA R1.3; SPMP R3.1, R4.3)</p> <p>Education governance: management and quality assurance:</p> <p>Condition two: Provide a placement evaluation form that is compliant with current NMC standards and demonstrate how the feedback loop will be closed with placement areas. (SFNME R2.5)</p>
<p>Date conditions to be met:</p>	<p>14 July 2023</p>

<p>Recommendations to enhance the partnership/endorsement:</p>	<p>Recommendation one: Consider utilising the SCBU more widely for placement allocation. (SPMP R3.6)</p> <p>Recommendation two: Enhance the communication strategy to inform practice assessors and practice supervisors in SoJ about the RGU midwifery curriculum framework and associated MPAD. (SSSA R1.10)</p> <p>Recommendation three: Enhance the understanding of the role of educational audit across maternity practice placement settings. (SFNME R2.13)</p> <p>Recommendation four: Consider widening the recruitment of PUSCs to support the pre-registration midwifery programme in terms of programme design, assessment, evaluation and co-production. (SFNME R1.12, R5.14)</p> <p>Recommendation five: Consider enhancing the practice assessor and practice supervisor updates to explore and contextualise the role of the academic assessor in relation to pre-registration midwifery. (SSSA R7.9)</p>
<p>Focused areas for future monitoring:</p>	<p>Supervision and assessment of systematic examination of the newborn.</p>

Endorsement is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

RGU provided additional documentation and a narrative which describe how each of the conditions have been met.

An implementation plan has been presented. The plan details the strategy and timeline agreed between RGU and the HCS to implement, monitor and review student achievement of newborn examination.

Condition one is now met.

There's a revised student practice placement feedback tool for student midwives and a narrative demonstrating involvement of the LME. The feedback tool now reflects the language in the SSSA and the SPMP. A revised practice learning environment governance process has been provided which describes the feedback loop to practice areas.

Condition two is now met.	
Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
Summary of observations made, if applicable	
Final recommendation made to NMC:	Endorsement is recommended to the NMC for approval <input checked="" type="checkbox"/>
	Recommended to refuse endorsement of the programme <input type="checkbox"/>
Date conditions met:	13 July 2023

Section three

Partnerships
<p>Partnership with key stakeholders making a major contribution to the delivery of the approved programme in a specific location outside of the UK</p> <ul style="list-style-type: none"> • Evidence of key stakeholders making a major contribution to the delivery of the approved programme in a specific location outside of the UK • Evidence of how the endorsed programme meets NMC standards in all non-UK settings. This must include, but is not limited to, evidence of strategic and operational partnerships with the partner(s), associated practice learning partners to manage and mitigate risks. • Evidence of the commitment to actively engage people: service users and carers, in programme development, delivery; evaluation and co-production. <p>Please refer to: Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standard 1: R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality:</p>

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

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

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

Standard 3: Student empowerment:

R3.17 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

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

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the key stakeholders making a major contribution to the delivery of the approved programme in a specific location outside of the UK

Strategic leads from both RGU and HCS confirm the effectiveness of partnership working. The HCS team clearly articulate the learning from existing partnerships and their ability to promptly manage risk and escalate concerns that may impact

on students. The SoJ Government are investing in HCS staff wellbeing and we're told of regular listening meetings between senior HCS staff and clinical staff. Practice staff confirm the implementation of freedom to speak up champions and are able to identify how to raise concerns.

Programme documentation and endorsement visit discussions confirm that there is effective collaboration at strategic and operational level between RGU, HCS in Jersey, students and PUSCs. In addition to the RGU's service user and carer involvement strategy, Jersey also has a local service user policy. PUSCs have been involved in the programme development stage as evidenced by documentation provided by RGU. The programme team and PUSCs gave us examples at the endorsement visit of PUSC involvement in student interviews, some teaching sessions, workforce planning and student assessment processes. Jersey's HCS works closely with local charities and voluntary organisations such as the newly formed Jersey maternity voice partnership (MVP) and Philip's Footprints. The senior leadership and programme teams confirmed their commitment for further widening the recruitment of PUSCs to support the pre-registration midwifery programme in terms of programme design, assessment, evaluation and co-production. (Recommendation four)

Documentation, students, PLPs and the programme team confirm that procedures and policies are in place to ensure that the students' individual learning needs and circumstances are given consideration. Interprofessional learning opportunities are clearly articulated in the theoretical aspects of the programme delivered in Aberdeen. We're told that the multi-professional nature of the HED in Jersey facilitates further opportunities for interprofessional learning and working when on placement.

The students we met at the endorsement visit tell us they know how to raise and escalate concerns and they speak highly of the support provided by the HED staff in Jersey. The students, practice assessors and practice supervisors we met at the visit are able to identify the feedback processes for theory and practice learning as well as tell us how feedback is used by the programme and academic teams.

There's a signed statement of compliance. A memorandum of agreement is provided which articulates the expectations of RGU and placement providers. Staff from RGU and HSC confirm effective partnership working in the development of the plans for programme endorsement and delivery in Jersey.

Assurance is provided that the AEI works in partnership with key stakeholders making a major contribution to the delivery of the approved programme in a specific location outside of the UK.

The relevant standards/requirements as identified in Gateway 1: [Standards framework for nursing and midwifery education](#) are:

MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 28 June 2023	
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 <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A	

Infrastructure to deliver a programme in a specific country/location
Academic and practice arrangements are in place for the delivery of the approved programme in a specific location outside of the UK
<ul style="list-style-type: none"> • Evidence of specific arrangements and processes relating to the intention to deliver the programme outside of the UK • Evidence that selection, admission and progression comply with the relevant programme standards for the approved programme in a specific location outside of the UK • Delivery of the approved programme(s) within the context of UK healthcare takes into consideration the policy context/country and cultural specific requirements
Findings against the standard and requirements
Provide an <u>evaluative summary</u> to demonstrate assurance that academic and practice arrangements are in place for the delivery of the approved programme in a specific location outside of the UK
MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Documentary evidence confirms the partnership infrastructure to implement the midwifery programme. An NMC approved programme has previously been endorsed for delivery in Jersey and the proposed endorsement is part of a contract to also deliver nursing programmes. There's evidence of investment in infrastructure within the Department of Higher Education in Jersey.

Selection, admission and progression processes are articulated in the contextual and mapping documentation and confirmed by students and HCS staff during the endorsement visit. The processes illustrate a collaborative approach to ensuring students meet the requirements of SPMP.

RGU has a service user and carer involvement strategy and Jersey HCS also has a local service user involvement policy. Discussions with the senior leaders, the programme team and the PUSCs we met at the endorsement visit assure us of the support provided to PUSCs and the commitment to further enhance and widen the support and co-production at all levels of the programme delivery.

There's evidence in the overview documentation that differing priorities and healthcare needs are considered by the proposed endorsement. RGU have experience of managing this from a UK and four nations perspective. RGU student and staff facing documentation is provided and has not been adjusted for delivery in Jersey. During the endorsement visit RGU and HED staff confirmed that they intend to maintain a single version of the approved documentation. We're assured that contextualisation to the Jersey environment and systems will be provided via bespoke information on the virtual learning environment and through discussion with HCS staff.

Practice staff confirm there are opportunities for students to take part in quality improvement initiatives and that the recent appointment of a second quality and governance midwife will enhance this. Practice staff and students confirm that care reflects UK evidence-based guidelines which are contextualised for the services in Jersey.

Outcome

Is the standard met?

MET

NOT MET

Date: 28 June 2023

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

Practice Learning
<p>Practice learning opportunities are in place for the delivery of the approved programme in a specific location outside of the UK to meet NMC standards and requirements</p>
<ul style="list-style-type: none"> • Evidence of practice learning opportunities that allow students to develop and meet NMC and requirements for the approved programme in a specific location outside of the UK • Take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities
Findings against the standard and requirements
<p>Provide an <u>evaluative summary</u> to demonstrate assurance is provided that practice learning opportunities are in place for the delivery of the approved programme in a specific location outside of the UK to meet NMC standards and requirements</p> <p style="text-align: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>There's documentary evidence of a range of practice learning opportunities to enable the meeting of NMC requirements for pre-registration midwifery programmes. The RGU programme calendar and processes for allocation of placement learning are applied in Jersey. The LME and HCS staff tell us that the student journey through placements is planned to reflect the approved RGU programme and individual learning needs.</p> <p>Visits to the placement areas, and discussions with the practice assessors and practice supervisors during the endorsement visit, assure us that there is excellent support available to students. We're told of effective partnership working between RGU and HCS in relation to meeting individual needs and reasonable adjustments for students on placement.</p> <p>Managers, practice assessors and practice supervisors confirm the availability of suitable learning experiences. They clearly articulate their role and confirm effective support from staff in the HED. Practice staff tell us the SCBU is underused as a practice learning area. (Recommendation one)</p> <p>Students tell us they have a positive learning experience and are well supported both in practice and by the staff within the HED. The programme proposal provides for students based in Jersey to undertake an alternate placement in Scotland. Students and practice staff tell us that the planned placement in Scotland will be beneficial in developing a breadth of understanding of midwifery practice.</p>

We're told there are plans to implement continuity of care models in the community and that the services are able to support case loading working for student midwives. The home birth rate is seven percent and midwives are positive about the planned developments for maternity care in Jersey. We met a newly appointed practice development midwife who articulates the role of research and evidence in the development of practice guidelines in Jersey. The practice assessors and practice supervisors we met are able to provide examples of evidence-based practice and opportunities for students to engage in quality improvement activities.

Outcome

Is the standard met? MET NOT MET

Date: 28 June 2023

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

Supervision and assessment

Support, supervision, learning and assessment are in place for the delivery of the approved programme in a specific location outside of the UK to meet NMC standards and requirements

- Evidence that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*
- Evidence that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*
- Evidence that support, supervision, learning and assessment provided complies with the relevant programme standards for the approved programme in a specific location outside of the UK

Please refer to: [Standards for student supervision and assessment](#) (NMC, 2018)

Findings against the standard and requirements

Provide an evaluative summary to demonstrate assurance is provided to support, supervision, learning and assessment for the delivery of the approved programme in a specific location outside of the UK

MET **NOT MET**

There's documentary evidence of sufficient practice supervisors and practice assessors. We're told that the HED offers in-house face-to-face monthly updates to support SSSA implementation. The practice assessors and practice supervisors confirm this during the practice visits and report excellent and prompt support from HED staff when required.

It is proposed that a member of the academic team from Jersey will join the RGU's key governance committees including the practice learning committee. Members of Jersey HCS's education team have had opportunities to attend conferences and learning events outside Jersey. There is a newly appointed practice development lead who will support staff and widen the opportunities for continuous professional development for all practice assessors and practice supervisors.

There's a handbook for midwifery practice supervisors and practice assessors that articulates the roles and that of the academic assessor. This is also evidenced in the MPAD documentation. During the endorsement visit practice assessors and practice supervisors confirm their understanding of SSSA and their role. They tell us they are aware of the proposed new partnership with RGU and the emphasis on continuity of care. They are less certain of other aspects of the proposed curriculum such as the MPAD and the role of the academic assessor from RGU. (Recommendation two and five)

The midwifery academic assessor handbook evidences the preparation and support for the academic assessor role at RGU. HED staff are clear about the role of the academic assessor and articulate the rationale for RGU staff undertaking this requirement.

Outcome

Is the standard met?

MET **NOT MET**

Date: 28 June 2023

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 <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Resources
Adequate resources to deliver the approved programme in a specific location outside of the UK to the standards required by the NMC at all times
<ul style="list-style-type: none"> • Evidence of sufficient academic staff resources available to support students studying the approved programme in a specific location outside of the UK to the standards required by the NMC at all times • The educational facilities support the delivery of the approved programme in a specific location outside of the UK • Confirmation by the AEI, partner and associated practice learning partners that resources are in place to deliver the programme in a specific location outside of the UK
Findings against the standard and requirements
Provide an <u>evaluative summary</u> to demonstrate assurance is provided that adequate resources are in place to deliver the approved programme in a specific location outside of the UK.
MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/>
<p>There's written confirmation of the agreement between RGU and the Government of Jersey to resource the midwifery programme. Documentary evidence illustrates sufficient staff resource within practice and the HED to deliver the RGU midwifery programme in Jersey. During the endorsement visit this is confirmed by strategic leads from RGU and HCS, and is evident in the meetings with midwives and students.</p> <p>Contextual documentation indicates that teaching will be delivered by RGU staff from the Aberdeen campus. The RGU and HED staff tell us that the midwifery programme is approved for a blended learning approach to facilitate engagement of students in remote areas in Scotland. This approach will improve the student experience on Jersey, reducing the need to travel for the defined weeks of face-to-face teaching.</p>

During the endorsement visit HED midwifery staff confirm their understanding of the RGU programme and the SPMP. There's an educational link identified within HED who will liaise directly with the programme team and LME at RGU. The HED employs midwifery lecturers and a practice education facilitator who are able to contextualise the RGU programme and MPAD for students in Jersey.

Placement documentation indicates the provision of suitable practice learning opportunities. We are able to confirm this during the endorsement visit. We are introduced to midwifery managers, practice supervisors and practice assessors in the community and maternity units. The staff are able to articulate the resources available for student learning and we are shown clinical areas which are appropriately equipped and prepared for midwifery practice.

The Scottish MPAD articulates the requirements for examination of the newborn. We're told that arrangements are in place to increase the number of midwives who could support student achievement of this proficiency. However, practice supervisors and practice assessors tell us that they do not practice examination of the newborn routinely and are uncertain of the systems that will be needed to support students. (Condition one)

Outcome

Is the standard met?

MET **NOT MET**

The arrangements for enabling students to achieve examination of the newborn are not yet embedded within the maternity services in Jersey.

Condition one: Provide an implementation plan articulating how the programme team will work with PLPs to develop, implement, monitor and review the strategy for proficiency in systematic examination of the newborn in practice. (SSSA R1.3; SPMP R3.1, R4.3)

Date: 28 June 2023

Post event review

Identify how the condition(s) is met:

Condition one: RGU have provided a detailed implementation plan to support student achievement of systematic physical examination of the newborn. The plan clearly identifies a timeline, resources and responsibilities for RGU and the HCS. Key performance indicators have been identified to enable monitoring and review of the plan.

Condition one is now met.

Evidence:

RGU response template, 5 July 2023 BSc midwifery RGU and Jersey Government implementation plan systematic physical examination of the newborn, undated	
Date condition(s) met: 13 July 2023	
Revised outcome after condition(s) met:	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>

Educational governance and quality assurance
Effective governance and quality assurance systems and processes ensure compliance with NMC requirements for the effective provision and delivery of the approved programme in a specific location outside of the UK
<ul style="list-style-type: none"> • QA mechanisms/processes including arrangements for educational audit and governance arrangements are in accordance with Gateway 1: Standards framework for nursing and midwifery education • Actions arising from educational audits are reported, reviewed and completed. • QA is maintained and aligns with AEI policies, systems, and enhancement processes. • All clinical governance and risk issues with a potential effect on patient, service user, or student safety are understood and effectively communicated to the AEI from the partner/ practice learning partners in a timely way. • Raising and escalating concerns policies effectively ensure that all concerns raised by students are fully investigated, supported and reported. • Effective processes are in place to receive and respond to feedback from service users and carers who are involved in the development and delivery of the approved programme. • Evaluation systems operate consistently to enhance programme delivery. • External examiners engage with the development and moderation of the assessment of theory and practice to assess the validity and reliability of judgements. • External examiners report on the quality of the assessment and the fitness for practice of students, leading to eligibility for NMC registration
Findings against the standard and requirements
Provide an <u>evaluative summary</u> to demonstrate assurance that governance and quality assurance systems and processes ensure compliance with NMC

requirements for the effective provision and delivery of the approved programme in a specific location outside of the UK.

MET **NOT MET**

There's documentary evidence of evaluation systems in place in Jersey to monitor and respond to student experience. RGU and HCS staff tell us that there is a steering group which oversees and co-ordinates programme delivery on Jersey and which will ensure alignment with RGU quality processes. There is a practice learning support protocol which articulates a consistent and transparent way of providing student support and escalating concerns. The LME works in collaboration with the HCS link for the programme and we are assured that risks will be escalated appropriately.

Both RGU and Jersey HCS have PUSC involvement policies. They both provide local support and training such as equality and diversity, conducting interviews and providing feedback to students at their respective local locations. The senior leaders and the programme teams assure us of the support provided to PUSCs and the commitment to further enhance and widen the support and co-production at all levels of the programme delivery.

Quality assessment of practice areas is undertaken by SoJ Government. We're told reports are reviewed within five days with early response to themes arising. The RGU and HCS programme team clearly articulate the process of placement audit and the management of student feedback. This process was less well understood by practice assessors and practice supervisors. (Recommendation three)

Documentary evidence provided includes an RGU placement evaluation form for students. The questionnaire requires updating to reflect the language in SSSA and SPMP. Practice staff tell us they do not routinely receive formal feedback from students about their learning experience. (Condition two)

External examiners (EE) for the RGU midwifery programme are appointed in accordance with the RGU regulations and those currently appointed will report on the Jersey provision. EE reports confirm the quality of the assessment processes at RGU. We are told during the visit that the EE will be supported to review practice assessment in Jersey.

Outcome

Is the standard met?

MET **NOT MET**

Date: 28 June 2023

Documentary evidence of student feedback surveys provided are not compliant with the language in NMC standards. Practice staff do not routinely receive feedback on student placement evaluations.

Condition two: Provide a placement evaluation form that is compliant with current NMC standards and demonstrate how the feedback loop will be closed with placement areas (SFNME R2.5)

Post event review

Identify how the condition(s) is met:

Condition two: RGU have revised the student practice placement feedback tool. The language used in the tool now reflects both the SSSA and the SPMP. The narrative response evidences the involvement of the LME. There's a revised practice learning environment (PLE) governance document which describes the feedback loop to PLP's including a timeline and action requirements.

Condition two is now met.

Evidence:

RGU response template, 5 July 2023

Revised practice learning environment (PLE) governance, 7 July 2023

Revised student practice placement feedback tool - midwifery, 13 July 2023

Date condition(s) met: 13 July 2023

Revised outcome after condition(s) met:

MET **NOT MET**

Section four

Sources of evidence

The following documentation provided by the AEI and partner organisation was reviewed by the visitor(s):

Key documentation	YES	NO
Proposal, rationale and consultation to support the endorsement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme documentation includes collaboration and communication arrangements with proposed partner	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook and partner information for students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation / Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written confirmation by AEI, partner and associated practice learning partners that resources are in place to support the programme intentions on specified sites/practice learning areas, including a signed agreement for supernumerary status/ protected learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
List additional documentation: RGU response template, 5 July 2023 BSc Midwifery RGU and Jersey Government implementation plan systematic physical examination of the newborn, undated Revised PLE governance, 7 July 2023 Revised student practice placement feedback tool - midwifery, 13 July 2023		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI and partner organisation with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Senior managers/education staff from partner organisation, if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: One third year pre-registration midwifery student One recent graduate, NMC registered midwife		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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 visit:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Technology enhanced learning / virtual learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments and educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If practice learning environments are visited, state where visited/findings: Community midwifery: The Bridge We visited the base for the community midwives in Jersey which is shared with other family services. The midwives work across Jersey in partnership with		

general practitioner surgeries. The midwives have their own office and we were shown the antenatal and post-natal examination rooms. We met three community midwives who are all practice assessors and practice supervisors. There were no student midwives on duty.

Maternity unit: Jersey Hospital

We visited the antenatal clinic, the maternity floor which housed labour and ante/postnatal ward areas and the special care baby unit. The rooms have been recently refurbished to create a midwife led and consultant led environment. In each area we met the manager, practice assessors and practice supervisors. On the maternity floor we met a final year nursing student (adult). There were no student midwives on duty.

System regulator reports for practice learning partners, if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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System regulator reports list:
Government of Jersey, quality and performance report HCS, March 2022

If you stated no to any of the above, please provide the reason and mitigation:

Additional comments:
None identified.

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Issue record

Final Report

Author:	Suzanne Crozier Kuldeep Singh	Date:	6 July 2023
Checked by:	Pamela Page	Date:	10 July 2023
Submitted by:	Amy Young	Date:	2 August 2023
Approved by:	Natasha Thompson	Date:	2 August 2023