

Programme approval report

Section one

Programme provider name:	Edge Hill University
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	Countess of Chester Hospital NHS Foundation Trust St Helens and Knowsley Teaching Hospitals NHS Trust Southport and Ormskirk Hospital NHS Trust Liverpool Women's NHS Foundation Trust Warrington and Halton Teaching Hospitals NHS Foundation Trust Bridgewater Community Healthcare NHS Foundation Trust Wrightington, Wigan and Leigh Teaching Hospitals NHS Foundation Trust Wirral University Teaching Hospital NHS Foundation Trust
Programme reviewed:	Registered Midwife - 18M <input checked="" type="checkbox"/> Registered Midwife - 24M <input type="checkbox"/> Registered Midwife - 36M <input checked="" type="checkbox"/> Registered Midwife - degree apprentice <input type="checkbox"/>
Title of programme(s):	BSc (Hons) Midwifery MSc Midwifery
Academic levels:	
Registered Midwife - 18M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 24M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF

	<input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11								
Registered Midwife - 36M	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11								
Registered Midwife - degree apprentice	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11								
Date of approval visit:	10 March 2021								
Programme start date:	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;"></td> <td style="width: 30%; text-align: center;">27 September 2021</td> </tr> <tr> <td style="width: 70%;"></td> <td style="width: 30%;"></td> </tr> <tr> <td style="width: 70%;"></td> <td style="width: 30%; text-align: center;">27 September 2021</td> </tr> <tr> <td style="width: 70%;"></td> <td style="width: 30%;"></td> </tr> </table>		27 September 2021				27 September 2021		
	27 September 2021								
	27 September 2021								
QA visitor(s):	Registrant Visitor: Nicola Clark Lay Visitor: Sandra Stephenson								

Section two

Summary of review and findings

Edge Hill University (EHU) is an established and experienced approved education institution (AEI). A recent restructure has led to the department of women's and children's health care being responsible for the planning and delivery of midwifery provision. The department is in the school of nursing, midwifery and allied health professions (the school) in the faculty of health, social care and medicine (the faculty).

EHU proposes two pre-registration midwifery programmes for approval against the Nursing and Midwifery Council (NMC) Standards for student supervision and assessment (SSSA) (NMC, 2018), Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and Standards of proficiency for midwives (SPM) (NMC, 2019). The proposed programmes include a full-time undergraduate three-year BSc (Hons) midwifery programme and a full-time MSc midwifery shortened programme, both leading to professional registration as a midwife. The introduction of the shortened MSc for registered adult nurses being a direct response to local workforce need.

Both programmes propose one intake per year, starting in September 2021. For the BSc (Hons) there will be a maximum cohort of 60 students. For the MSc a minimum of 10 students is proposed based on placement capacity.

The programmes are adopting the midwifery ongoing record of achievement (MORA) for the assessment of practice using the practice assessment record and evaluation (PARE). The PARE has been used for all midwifery programmes since 2017. The MORA is the product of a collaborative development based on the established pan London model. The development of the MORA used regional stakeholder engagement including all lead midwives for education (LMEs) in England and Northern Ireland and is supported by Health Education England (HEE).

The documentation and approval visit indicate effective partnerships between the AEI, students, practice learning partners (PLPs) and service users and carers (SUCs) at both operational and strategic level. Senior managers from PLPs agree to support practice learning opportunities and the SSSA. The documentation evidences collaboration between all stakeholders in the development of the proposed midwifery programme. Students, PLPs and SUC participation in curriculum design and development is clearly stated. Documentation for the programme indicates curriculum content, modes of delivery and practice experiences are designed to meet the SSSA and the SPMP. Educational audits of practice areas are undertaken in collaboration with PLPs every 18 months to two years using the north west learning environment educational audit.

Recognition of prior learning (RPL) isn't available for pre-registration midwifery programmes. Students from other institutions can transfer into year two of the BSc (Hons) midwifery programme through credit transfer.

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

The SSSA are met at programme level.

The programmes are recommended for approval subject to two NMC specific conditions, two joint NMC and university conditions and one university condition being met. Visitors made one recommendation.

Updated 12 April 2021:

Evidence is provided to meet the NMC conditions. The conditions and related standards are now met. The university has confirmed that the university condition is now met.

The programmes are recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

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

Conditions:

Effective partnership working: collaboration, culture, communication and resources:
None identified.

Selection, admission and progression:
Condition one: Provide evidence that the curriculum is structured and sequenced to enable students to manage their theory and practice learning effectively. (SFNME R5.7; SPMP R2.1, R2.6) (NMC and university condition)

Condition three: Provide evidence of a robust process for equality and diversity (ED) training of all those involved in the decision making for recruitment to the programme. (SFNME R4.3; SPMP R1.4)

	<p>Condition four: Remove reference to 'prior learning' from all programme documentation. (SPMP R1.3) (NMC and university condition)</p> <p>Practice learning: Condition two: Provide a contextual document to demonstrate how the MORA will be implemented, to include confirmation of the programme requirements for proficiencies students have to complete for each part of the programme and how students' progress through the programme will be managed, including any flexibility on hours/proficiencies. (SFNME R5.11; SPMP R4.1)</p> <p>Assessment, fitness for practice and award: None identified.</p> <p>Education governance: management and quality assurance: Condition five: Obtain written evidence of informed majority consent to support the transition of existing BSc level four students to the new level five. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>7 April 2021</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The programme team should consider making transparent how the assessment of capability to develop digital literacy is carried out on entry to the programme. (SFNME R2.6; SPMP R1.5.8, R1.6)</p>
<p>Focused areas for future monitoring:</p>	<p>Adoption and assessment of newborn infant physical examination (NIPE) in the programme.</p> <p>The adoption of the SSSA through implementation of the MORA.</p>

<p>Programme is recommended for approval subject to specific conditions being met</p>
<p>Commentary post review of evidence against conditions:</p>

EHU has evidenced through revised programme documentation how the NMC conditions are met.

The indicative content is now clearly mapped by domain and sequenced across the semesters in each year of study. Condition one is now met.

The context document has been provided by the AEI which demonstrates how the MORA is to be implemented for these programmes. This specifically details which proficiencies must be achieved as a minimum in each year of study. Condition two is now met.

The process for ensuring PLPs have completed ED annual updates prior to engaging in recruitment has been updated. The admissions tutor will maintain a database of ED training which will be reviewed each recruitment cycle. Condition three is now met.

The reference to 'prior learning' has been removed from all programme documentation. Condition four is now met.

The university has confirmed that the university condition has been met. Condition five is now met.

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

AEI Observations	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:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	12 April 2021

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)

NMC Programme standards

[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 evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

Documentation and the approval visit confirm EHU is committed to robust partnership working with stakeholders in the development, delivery and evaluation of the programmes at both strategic and operational levels. The stakeholders include PLPs, students, SUCs and organisations representing maternity such as the maternity voices partnership and the local maternity system.

There's very clear commitment to inter-professional learning (IPL) in both theory and practice, with opportunities for student midwives to be involved in simulated sessions focussing on maternity care with paramedics and operating department students. There are recent additions to this to include emergency childbirth procedures with students from the school of medicine.

In relation to assessment, mechanisms are in place to provide students with both formative and summative assessments throughout the programme. Students tell us their feedback led to changes to the time allocated between formative and summative assessments to better support them. Mechanisms are in place to enable feedback on actions taken to improve programme provision. The curriculum advisory groups (CAG) collate student evaluations and placement evaluations are monitored by staff at EHU. A midwifery specific CAG is being implemented for the new programme and will be led by the LME, with representatives from all stakeholder groups including academics, PLPs, students and SUCs. Monthly meetings of the midwifery team further support continuous monitoring and review of the programmes. There continue to be ongoing consultations with the north west placement development network to explore work planning in the region to support long term recruitment and retention in the local area from these programmes.

Documentation and the approval visit confirm students, SUCs and PLPs contribute to the recruitment and selection of students. Current students tell us they support applicants by providing question and answer sessions. SUCs tell us they undertake ED and unconscious bias training to prepare them for their role. They tell us they're equal partners in the process, suggesting and reviewing questions and their perspective is highly valued. PLPs tell us they support recruitment and

selection with their ED training being part of their mandatory training, though evidence of this isn't requested by EHU. The panel feel the evidence of current ED training needs to be more robust and a condition is applied. (Condition three)

SUCs contribute to the delivery, review and development of the curriculum and also participate in students' theory sessions and assessments. They tell us how they deliver their lived experience to students and the positive impact this has on the students learning. They feel supported and valued in their role.

The MORA evidences the involvement of SUCs and students in the feedback, supervision and assessment processes. Opportunities for IPL for students within the practice learning setting is evidenced within the MORA documentation.

The SSSA is currently being implemented for all students on midwifery programmes at EHU following the adoption of the emergency standards. EHU and PLPs tell us how practice supervisors and practice assessors are supported and undergo training for their roles. EHU tell us they meet regularly with trust partners and other AEIs across Cheshire and Merseyside to collaboratively develop implementation plans for the SSSA and plan placement capacity. Lead midwives and continuity of carer leads in the local trusts are active in supporting placement capacity. EHU currently host a midwifery secondee to HEE whose remit is to increase student midwifery placement opportunities within the Cheshire and Merseyside region.

Documentation shows that students receive feedback from their practice assessor and practice supervisor at specific stages as identified within the MORA. The assessment and feedback process indicates that it will take into account the student's individual learning needs including reasonable adjustments and support needs.

Documentation shows all groups agree that the move away from a modular approach to a concept-based and spiral curriculum would bring about greater person-centred holistic care. The academic team is highly committed to and passionate about the non-modular structure of the years of study, an approach they tell us is used successfully in other programmes in the faculty.

Students have a range of ways of expressing their views and opinions acting as academic representatives through the student, staff consultative forum (SSCF) and pre-registration programmes board. Consultation with current BSc and MSc students has included their views on the structure, design and teaching and assessment within the new programme. Documentation shows that PLPs and current students express the need for complex care provision to be introduced to students at an earlier point in their theory and for skill and simulation blocks immediately before placements to support student midwives' self-confidence. This is evidenced in the module descriptors.

The SUC forum includes student and academic representatives. All groups have been consulted about the design and delivery of the programmes. A 'service user café' has been introduced once per term for each cohort. SUCs involved provide their perspective and insight of their experiences and the academic staff encourage reflective discussion for students. SUCs tell us how successful this approach is by giving students just one topic for discussion and reflection and the importance of improving interpersonal skills for student midwives. Documentation shows regular meetings with SUCs to discuss all aspects of the programmes.

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

MET **NOT MET**

The programme team tell us that ED training is expected for all those involved in recruitment and selection for these programmes. The PLPs tell us that evidence of this being completed and remaining up to date isn't requested by EHU.

Condition three: Provide evidence of a robust process for ED training of all those involved in the decision making for recruitment to the programme. (SFNME R4.3; SPMP R1.4)

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:

The process for ensuring PLPs have completed ED annual updates prior to engaging in recruitment has been updated. The admissions tutor will maintain a database of ED training which will be reviewed each recruitment cycle.

Condition three is now met.

Evidence:

Annexe c PLP and SUCs engagement in recruitment, undated

Date condition(s) met: 12 April 2021

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

Student journey through the programme

Standard 1: Selection, admission and progression

AEIs must:

- R1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI
- R1.2 inform the NMC of the name of the lead midwife for education
- R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes

AEIs together with practice learning partners must:

- R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
- R1.5 confirm on entry to the programme that students:
 - R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document
 - R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
 - R1.5.3 demonstrate values in accordance with [the Code](#)
 - R1.5.4 have capability to learn behaviours in accordance with the Code
 - R1.5.5 have capability to develop numeracy skills required to meet programme outcomes
 - R1.5.6 can demonstrate proficiency in English language
 - R1.5.7 have capability in literacy to meet programme outcomes
 - R1.5.8 have capability for digital and technological literacy to meet programme outcomes
- R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes
- R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the [NMC Guidance of health and character](#). This includes satisfactory occupational health assessments and criminal record checks
- R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse 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

R1.3 is not met. There’s reference to RPL in the programme documentation relating specifically to transfer of students onto the programme. The programme team confirm that this is credit transfer and not RPL. (Condition four)

R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
YES NO

R1.4 is not met. SFNME R4.3 makes reference to relevant training which includes ED. The process for ensuring all those involved in student recruitment meet this requirement isn’t robust. The programme team tell us that ED training is expected for all those involved in recruitment and selection for these programmes. The PLPs tell us that evidence of this being completed and remaining up to date isn’t requested by EHU. (Condition three)

R1.5 confirm on entry to the programme that [students](#):

R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in [Annexe 1](#) of this document

YES NO

R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife

YES NO

R1.5.3 demonstrate values in accordance with the Code

YES NO

R1.5.4 have capability to learn behaviours in accordance with the Code

YES NO

R1.5.5 have capability to develop numeracy skills required to meet programme outcomes

YES NO

R1.5.6 can demonstrate proficiency in English language

YES NO

R1.5.7 have capability in literacy to meet programme outcomes

YES NO

R1.5.8 have capability for digital and technological literacy to meet programme outcomes

YES NO

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

R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes

MET NOT MET

R1.6 is met. EHU make explicit the entry requirements for literacy and numeracy. Numeracy skills are developed in simulation, formative tasks and in the practice learning environment. Online tools, such as the standardised numeracy assessment process (SN@P) are further used to support numeracy and medicine calculation skills. The numeracy 100 percent pass is assessed by objective structured clinical examination (OSCE). As part of the authentic assessment

approach, academics tell us they teach dedicated maths skills which feed into a medicine calculation practical as part of simulation.

EHU assesses digital capability prior to entry but the panel feel they need to make clear in documentation the requirements. (Recommendation one). All students are offered support before starting the programme and during induction weeks through the 'edge hill getting started programme'. All midwifery students are encouraged to complete a self-assessment of their digital literacy. Digital literacy is integrated throughout the programme and builds students' digital and technological literacy. A digital literacy framework helps to assess student progression detailing the expectations of students' abilities at the end of each year across six key areas of digital literacy.

Academics facilitate and guide learning and are active in the virtual learning environment (VLE, also referred to as learning edge). The VLE is used to share information and curriculum content, engage students in online learning activity, formative and summative assessment submission and feedback. Numeracy workshops are built into each year of both programmes to develop numeracy skills. Blended and remote learning have been developed and offer student midwives increasing opportunity to work together to build their independence in learning. Recorded sessions allow learning episodes to be shared with students. Each year has a transition week to support and enhance student learning as they progress through 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 health and character](#). This includes satisfactory occupational health assessments and criminal record checks

YES NO

R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse 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

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.

Student midwives in year one of the current programme (September 2020 intake) will transition to the proposed programme. It's recognised that the new programme content and structure is different. Mapping of learning outcomes and indicative content has identified key areas where student midwives will need to have additional content. The programme team provide assurance that transitioning students will achieve the programme learning outcomes. The students tell us that discussions about the changes to their programme have taken place.

The September 2019 and January 2020 cohort students won't transition to the new programme but will be able to engage with enhancements in their third year.

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.

The SSSA have been embedded into the current programme as part of the NMC emergency standards (2020). The September 2018, September 2019 and January 2020 cohorts transitioned to the SSSA in July 2020.

The September 2020 cohort was introduced to the SSSA and the concepts of practice supervisors and assessors during their induction weeks. The roles and responsibilities are clearly detailed throughout the MORA.

The students experienced the SSSA on first placement in January 2021.

Students tell us they've found the change to the SSSA difficult but that they're supported in this both by EHU and PLPs.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to selection, admission and progression are met

YES NO

SFNME R4.3 refers to relevant training which includes ED. The process for ensuring all those involved in student recruitment meet this requirement isn't

robust. The programme team tell us that ED training is expected for all those involved in recruitment and selection for these programmes. The PLPs tell us that evidence of this being completed and remaining up to date isn't requested by EHU.

Outcome

Is the standard met?

MET **NOT MET**

PLPs tell us they support recruitment and selection with their ED training being part of their mandatory training, though evidence of this isn't requested by EHU.

Condition three: Provide evidence of a robust process for ED training of all those involved in the decision making for recruitment to the programme. (SFNME R4.3; SPMP R1.4)

There's reference to prior learning in the documentation which is linked to transfer from other institutions onto the programme. Transfer of credit is permitted if this can be mapped to the programme and evidence can be provided that the student will meet the requirements of the SPMP and SPM.

Condition four: Remove reference to 'prior learning' from all programme documentation. (SPMP R1.3) (NMC and university condition)

Date: 10 March 2021

Post event review

Identify how the condition(s) is met:

The process for ensuring PLPs have completed ED annual updates prior to engaging in recruitment has been updated. The admissions tutor will maintain a database of ED training which will be reviewed each recruitment cycle.

Condition three is now met.

Evidence:

Annexe c PLP and SUCs engagement in recruitment, undated

The reference to 'prior learning' has been removed from all programme documentation.

Condition four is now met.

Evidence:

Annexe a part b institutional hybrid periodic review and validation document final, March 2021

Date condition(s) met: 12 April 2021

Revised outcome after condition(s) met:

MET NOT MET

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:
- R2.5.1 full time education and training as a midwife is a minimum of three years and 4,600 hours, or
- R2.5.2 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
- R2.5.3 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

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

YES NO

R2.1 is not met. SFNME R5.7 requires the curriculum to be structured and sequenced to enable students to manage their theory and practice learning. This is unclear within the programme documentation. The modules don't detail sufficient depth and breadth of indicative content, nor is there a clear timetable of where that content will be delivered throughout each year of the programme. (Condition one)

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

YES NO

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

YES NO

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

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

MET NOT MET

R2.4 is met. Documentation evidences engagement with SUCs to discuss their expectations of student midwives at different stages of the programme. These discussions also allow SUCs to share their experiences and input into the programme. SUCs provide their perspective of lived experiences to prepare students to consider and provide holistic care to all service users. SUCs are invited to the CAG to discuss their experiences within the curriculum and to suggest recommendations for change.

Documentation shows the CAGs oversee programme development and review and receive reports from SUCs, students and PLPs four times per year. The CAG monitors the content of the curriculum, including IPL opportunities and practice and allows SUCs, PLPs and students to maintain the ethos of co-production. A programme board meets three times a year and is chaired by the departmental head. Membership of the programme board is inclusive of PLPs, representation from the student community and from the faculty SUCs council.

SUCs tell us they're involved in all aspects of the programme, that they're listened to and their perspectives and opinions valued.

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 is only delivered in England.

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

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

MET **NOT MET**

R2.6 is not met. Programme documentation and the MORA state that theory and practice learning are designed and delivered within the programme. Programme documentation shows the curriculum content is spiralled using horizontal and vertical integration to allow greater complexity of the topics through the year. Topics from previous years are revisited to deepen students' knowledge. The programme team are able to articulate how the theoretical content is arranged, however this isn't explicit within the module specifications. (Condition one)

Theory sessions for MSc and BSc student midwives are delivered separately.

The range of practice learning experiences cover antenatal, postnatal, labour ward and community settings. There are opportunities for specialist practice learning experiences such as neonatal unit, theatres and intensive care units. Students experience a range of practice learning opportunities. Academics tell us hub and spoke placements are being developed across the trusts. Students tell us they're confident to ask for spoke opportunities on placement and that they experience a wide range of opportunities.

Consultation between PLPs and the midwifery team agree that home trust (the hub) placements will change each year of the programme to ensure a variety and wide scope of learning opportunities for all students. Student journey flowcharts show the range of placements expected to be experienced. For example, in year one placements will involve community, antenatal and postnatal wards, intrapartum area and spokes which may include antenatal clinics and gynaecology. When on practice learning placements, educational support is available to all student midwives from EHU practice education lecturers (PEL) and the academic team. This learning aims to strengthen the link between theory and practice. The principles of NIPE are threaded throughout the years of study of the BSc and MSc programmes, allowing students to build their knowledge and skills over time. Clear timescales are in place for the development of basic knowledge, in depth training and consolidation of learning.

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

MET **NOT MET**

R2.7 is met. The clinical simulation and skills centre (CSSC) offers simulated education as part of midwifery programmes. The stated aim is to provide student midwives with authentic experiences to prepare them for clinical practice. Simulation provides a safe learning environment for students to apply theory to clinical scenarios. Simulation is offered prior to placements to give students the necessary skills in line with their level of practice.

Additional skills in technology-enhanced and simulated learning are developed and are built upon throughout the programme. The non-modular approach incorporates authentic assessment which develops student midwives' written, verbal and practical skills through a range of assessment types. Year one will focus on professional communication, core skills, self-awareness and IPL. Year two will build on self-directed learning, motivation and integration into a team. Year three will develop the skills for supervision of others. SUCs take part in simulation activities to give students real life experience and have shared their opinion that student midwives should have more opportunity to practise simulated scenarios with them to develop their inter-personal skills. Issues such as this are discussed at the CAG.

IPL is developed through combined simulated and technology-enhanced learning such as obstetric emergencies in the community where student midwives learn alongside student paramedics. The midwifery skills and simulation lead works with leads from the fields of nursing and other professions within the faculty to support effective IPL. The CSSC will provide facilities that include electronic patient record systems and assisted living technologies which are used by local employers and private, independent and voluntary organisations (PIVO). The MORA details the required proficiencies for midwives and confirmation of achievement is recorded with reference to the appropriate evidence.

Risk assessed equipment packs have been developed to allow year three student midwives to practise skills at home, under guidance produced through videos in the CSSC virtual consultation clinics are held to assess clinical skills advice and clinical examination skills.

Simulated and technology-enhanced learning is used to prepare students for practice with specific relevance to preparing for multiple complexities and obstetric emergencies. Achievement of midwifery proficiencies will be demonstrated in the practice setting, but if opportunities to demonstrate some proficiencies are limited they may be demonstrated in simulation. Simulated education won't be used to replace practice learning hours in the midwifery programme.

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

MET **NOT MET**

R2.8 is met. The BSc programme meets the required 4600 hours of 50 percent theory and 50 percent practice learning.

To support students' development and progression, theoretical learning reduces from 60 percent in year one to 50 percent in year two and 40 percent in year three. Practice learning similarly increases from 40 percent in year one to 60 percent in year three.

The MSc programme for registered adult nurses meets the required 3000 hours of 50 percent theory and 50 percent practice.

Blended learning supports students to engage in deep learning and critical thinking and meets students' different learning styles. Traditional face-to-face teaching such as seminars, lectures and workshops is combined with high and low fidelity simulation, simulated scenarios, IPL teaching and learning, critical enquiry and critical reflection and group debates.

Formative assessments and assessment types are detailed. Students receive formative assessment in theory and practice learning. They have the opportunity to practise skills needed for the range of assessments throughout the programme. Assessment types include written, verbal, practical and examinations, simulated practice, article reviews and discussion boards. Assessments are planned for across each year of study. Students tell us assessment dates and types are made clear to them for each year of the programme.

SUCs are involved in the teaching and assessment of students through lived experience discussions for students to reflect upon, consider, discuss and debate. They take part in OSCEs and help to develop case studies for assessments.

Evidence provides assurance that the following requirements are met

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

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

YES NO N/A

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

YES NO N/A

The shortened MSc programme is 20 months duration and not two years, therefore meeting R2.9.3.

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

YES NO N/A

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

YES NO

SFNME R5.7 requires the curriculum to be structured and sequenced to enable students to manage their theory and practice learning. This is unclear within the programme documentation. The modules don't detail sufficient depth and breadth of indicative content, nor is there a clear timetable of where that content will be delivered throughout each year of the programme.

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

Programme documentation and the MORA state that theory and practice learning are designed and delivered within the programme. Programme documentation shows the curriculum content is spiralled using horizontal and vertical integration to allow greater complexity of the topics through the year. The programme team are able to articulate how the theoretical content is arranged, however this isn't explicit within the module specifications.

Condition one: Provide evidence that the curriculum is structured and sequenced to enable students to manage their theory and practice learning effectively. (SFNME R5.7; SPMP R2.1, R2.6) (NMC and university condition)

Date: 10 March 2021

Post event review

Identify how the condition(s) is met:

The indicative content is now clearly mapped by domain and sequenced across the semesters in each year of study.

Condition one is now met.

Evidence:

Annexe b1 midwifery indicative content matrix by year of study and NMC domain and semester BSc midwifery programme, undated
Annexe b2 midwifery indicative content matrix by year of study and NMC domain and semester MSc programme, undated
Annexe d1 BSc midwifery content delivery plan, undated
Annexe d2 MSc midwifery content delivery plan, undated

Date condition(s): 12 April 2021

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

Standard 3: Practice learning

AEIs together with practice learning partners must:

- R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives
- R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families
- R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working
- R3.4 provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants
- R3.5 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services
- R3.6 provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual
- R3.7 take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities
- R3.8 ensure students experience the range of hours expected of practising midwives, and
- R3.9 ensure students are [supernumerary](#)

Findings against the standard and requirements

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

R3.1 provide practice learning opportunities that enable students to develop and

meet the NMC Standards of proficiency for midwives

MET **NOT MET**

R3.1 is met. The MORA, produced through the collaboration of midwifery education and PLPs across England and Northern Ireland, details the SPM and the UNICEF UK baby friendly initiative university standards (2019) including how these are achieved.

Documentation states EHU has worked closely with the HEE midwifery expansion project to increase midwifery placements. The EHU home trust approach where students achieve a sense of belonging and gain exposure to a range of maternity care models in a named trust is aimed at promoting closer working across NHS and PIVO placement providers.

The home trust approach to placements has been adjusted so that students access a different home trust each year. This allows students to benefit from a known trust but also provides a wider range of experiences and exposure to different models of maternity care provision.

The MSc students may be placed in one trust for the duration of study if it can provide the full range of experience necessary to meet the SPM.

Students have the opportunity for an elective, observational and formative practice experience within the broader health and social care setting and this could include the voluntary sector, national and international placements. This learning experience is negotiated between the students and their academic assessor. This is an additional opportunity for students and is optional. This placement doesn't contribute to the programme outcomes.

Documentation states all trusts agree to provide an antenatal clinic placement to all students, to engage with student case-loading and provide a minimum of a community, ward and intrapartum placement experience each year.

R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families

MET **NOT MET**

R3.2 is met. The MORA is structured to include the SPM and to enable students to record their contribution to holistic care to women, newborn infants, partners and families.

Student journey flowcharts show how they meet the continuum of care. Practical summative assessments aligned with the NIPE are embedded within the MORA.

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

the SUC group helps to shape content. Documentation shows discussions of the importance of fathers and birth partners with the SUC group resulted in developing a marketing strategy to attract more male SUCs.

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 and the approval visit confirm throughout the programme students will learn with, from and about different professions. Learning will develop effective communication skills through opportunities to work as part of an interdisciplinary team. In teaching and learning cross-department and external subject expertise is used and this further supports students' understanding of IPL. Guest lecturers from the fields of nursing and other professions within the faculty are invited to deliver sessions to student midwives. Lecturers from social work, nutrition and nursing deliver question and answer forums with student midwives.

Interdisciplinary working across all domains in the SPMP is assessed and recorded through the MORA. Student journey flowcharts detail IPL and how this develops across the years of the programme.

Student midwives will work within a range of practice learning environments giving the opportunity to work with a variety of health and social care professionals. Student midwife placements are recorded through PARE and 'InPlace', which are two separate platforms to ensure that all are able to experience a diverse range of opportunities to meet the SPM. Students tell us they experience a wide range of placements and work alongside other healthcare professionals.

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. Standards mapping documents detail proficiencies related to continuity of midwifery carer and where they fit into both programmes. Student journey flowcharts show how students experience a wide range of placements which allows them to experience the whole continuum of care.

Students have the opportunity to participate in a midwifery continuity of carer model throughout each year of the programme, which is described as the case-loading confidence programme. Students capture their experience in their student case-loading logbook which is submitted prior to completion of the programme as part of their final year summative assessment. Consultation with PLPs and SUCs confirms the recognition of the importance of the case-loading confidence programme within the curriculum, with elements being periodically delivered to students during preparation for practice weeks. The academic team is highly

committed to the approach and tell us how the students and PLPs engage in its solutions-based approach to care delivery. Some trusts have continuity of carer midwives and EHU tell us students benefit hugely from a range of different models across trusts allowing them to see the challenges and opportunities. Year three students form their own continuity of carer groups.

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 uses a number of practice placement areas across a large geographical area covering a diverse population and client group. This is co-ordinated by EHU in consultation with PLPs.

Across the programme students are provided with learning opportunities in their home trusts in a range of settings including midwifery led services. Student consultation feedback led to a more immersive placement experience by having longer placement blocks throughout the year, continuity of assessment in practice and an experience within a variety of trusts. This enables students to feel more included and part of the workforce dynamics and culture. Students will move home trusts to provide exposure to different client groups and maternity service provision.

All of the trusts used for placements within the programmes have midwifery led service provision embedded within them.

The MORA requires students to document these opportunities while evidencing respect and professional understanding when providing care. The theoretical elements of the programme address the impact of diversity on health outcomes.

Student midwives' placement experiences are tracked through PARE and InPlace and are reviewed regularly by the academic assessor. Students' placement learning evaluations are reviewed by EHU and the midwifery education lecturer for practice can further support student midwives to ensure they experience the range and breadth of placement experiences. Alerts to adverse student placement evaluations can also be triggered by certain words which notifies the PEL by email. Low student compliance with providing feedback also creates an alert.

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 spiral curriculum introduces students to maternal and neonatal complications with additional care needs and how to support them. Complexity

builds through the years of the programme, for example developing communication and advocacy skills for women.

The concept village approach aims to develop students' understanding of how complication and additional care needs arise. The concept village consists of a group of families with differing needs and expectations accessing the maternity services. The student is introduced to physical, psychological, social, cultural and spiritual factors by exposing them to a range of scenarios with increasing complexity throughout the programme. Academics tell us this aligns theory and practice through the use of virtual families.

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

R3.7 Take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities

MET **NOT MET**

R3.7 is met. Students meet with their personal tutor in the induction week and have the opportunity to discuss with them the need for any adjustments. The midwifery team work with learning services to support students with specific learning needs and facilitate reasonable adjustment where required. Prior to their first placement students complete a pre-placement allocation form to support placement choices.

Students with identified disabilities work in conjunction with the institutional inclusion team and occupational health to develop an individual inclusion plan which includes a plan for support in practice learning. The academic assessor and personal tutor roles are clearly defined. The academic assessor oversees student midwives' progression and assessment with the personal tutor providing a supportive, pastoral role.

Allocation of placements is based on individual requirements for reasonable adjustments and is decided in collaboration with PLPs to ensure that specific student needs can be facilitated. PELs have a key role in supporting students in practice.

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

Students and PLPs tell us how adjustments are made, such as for caring responsibilities with changes made to shift patterns. Students tell us PLPs are really accommodating and flexible in adapting the placement, if needed.

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: 10 March 2021

Post event review

Identify how the condition(s) is met

N/A

Date condition(s):

N/A

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

N/A

Standard 4: Supervision and assessment

AEIs together with practice learning partners must:

R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC [Standards framework for nursing and midwifery education](#)

R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC [Standards for student supervision and assessment](#)

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

- R4.4 provide students with feedback throughout the programme to support their development
- R4.5 ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 percent
- R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife
- R4.7 ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives, and
- R4.8 ensure the knowledge and skills for midwives set out in Article 40(3) and the activities of a midwife specified in Article 42 of Directive 2005/36/EC have been met as outlined in [Annexe 1](#) of this document

Findings against the standards and requirements

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

R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC [Standards framework for nursing and midwifery education](#)

MET **NOT MET**

R4.1 is not met. Programme documentation and the approval visit confirm EHU and PLPs have robust procedures and policies in place to show how support, supervision, learning opportunities and assessment comply with the SFNME.

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

Students and PLPs we met all confirm the process they'd follow to raise and escalate any concerns in practice learning environments. Any cause for concern about a student's conduct or performance including fitness to practice is understood by PLPs, SUCs and students.

When on placement, students will complete the MORA and be assessed on a yearly basis to ensure they're achieving the required proficiencies for each year. In addition to the MORA, students are required to engage in continuity of carer through a case-loading model from year one, which is assessed in year three for the BSc programme and throughout both years of the MSc programme. The panel feel the context document for the MORA isn't suitably robust in setting out

expectations for achievement of proficiencies and a condition is applied. (Condition two)

R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC [Standards for student supervision and assessment](#)

MET **NOT MET**

R4.2 is met. The MORA sets out the roles and responsibilities of the practice supervisor, practice assessor and academic assessor. All student midwives are allocated a practice supervisor, practice assessor and academic assessor to support their learning and assessment in practice and confirm their progression. Practice learning environments also have a nominated person to further support student midwives.

Assessments are aligned to learning outcomes which are mapped to the SPM.

EHU has identified suitably qualified staff within the midwifery teaching team to be academic assessors and have been preparing both staff and student midwives for the new roles. The academic assessor role has been implemented for students on the current pre-registration midwifery programme since the introduction of the NMC emergency standards. The academic assessor and personal tutor roles are clearly defined. The academic assessor oversees student midwives' progression and assessment with the personal tutor providing a supportive, pastoral role. Regular meetings are held for academic assessors to support them in their new role.

Documentation and the approval visit confirm EHU staff have regular meetings with PLPs regarding their capacity for supervision and assessment and provide support for staff development, for example through practice assessor workshops. EHU tell us they meet with PLPs, other AEIs and HEE to address capacity concerns.

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

MET **NOT MET**

R4.3 is met. The SPM are mapped to the programme learning outcomes and the MORA.

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

MET **NOT MET**

R4.4 is met. Students receive feedback in both practice and theory from a range of stakeholders. Feedback from practice supervisors and interim formative assessments with their practice assessor will be recorded in the MORA. SUC feedback is included in the MORA.

Feedback on formative assessments aims to prepare student midwives for their summative assessments. In simulated education student midwives receive feedback from academics, SUCs and their peers. Feedback on summative assessments aims to prepare students for their future assessments and includes commentary on areas of strength and areas for development. Students tell us formative assessment supports them in their summative assessments.

Evidence provides assurance that the following requirements are met

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

YES NO

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

YES NO

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

YES NO

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

YES NO

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

YES NO

SFNME R5.11 requires clear mapping of assessments and associated requirements to determine student progression. Within the MORA context document, implementation of the MORA in line with the EHU programme is currently unclear. (Condition two)

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

The arrangement of proficiencies in each part of the programme and the monitoring and management of student progression throughout the programme is unclear.

Condition two: Provide a contextual document to demonstrate how the MORA will be implemented, to include confirmation of the programme requirements for proficiencies students have to complete for each part of the programme and how students' progress through the programme will be managed, including any flexibility on hours/proficiencies. (SFNME R5.11; SPMP R4.1)

Date: 10 March 2021

Post event review

Identify how the condition(s) is met:

The context document has been provided by the AEI which demonstrates how the MORA is to be implemented for these programmes. This specifically details which proficiencies must be achieved as a minimum in each year of study.

Condition two is now met.

Evidence:
Annexe e MORA context document, 25 March 2021

Date condition(s) met: 12 April 2021

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

Standard 5: Qualification to be awarded

AEIs together with practice learning partners must:

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

R5.2 notify students during and before completion of the programme that they have [five years](#) to apply to register with the NMC if they wish to rely on this qualification¹. 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 qualification². In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

YES NO

Fall Back Award

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

YES NO N/A

There's no fall-back exit award with registration as a midwife.

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 10 March 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

MET NOT MET

Section four

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for midwives</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration midwifery programmes</i> (NMC, 2019) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the LME	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If you stated no above, please provide the reason and mitigation:
The programme doesn't include an apprenticeship route, therefore there are no written agreements between EHU and employer partners.

List additional documentation:

Evidence to meet conditions:

Annexe a part b institutional hybrid periodic review and validation document final, March 2021

Annexe b1 midwifery indicative content matrix by year of study and NMC domain and semester BSc midwifery programme, undated

Annexe b2 midwifery indicative content matrix by year of study and NMC domain and semester MSc programme, undated

Annexe c PLP and SUCs engagement in recruitment, undated

Annexe d1 BSc midwifery content delivery plan, undated

Annexe d2 MSc midwifery content delivery plan, undated

Annexe e MORA context document, 25 March 2021

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: September 2018 x one student September 2019 x two students September 2020 x three students January 2020 x one student		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation No apprenticeship route is proposed so there's no requirement to meet with senior managers from associated employer partners.		

Additional comments:
None identified.

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System Regulator Reports List: Care Quality Commission (CQC) report Aintree University Hospital NHS Foundation Trust, 26 September 2019 CQC report Blackpool Teaching Hospitals NHS Foundation Trust, 17 October 2019 CQC report Evergreen Lodge, 28 October 2020 CQC report Green Heys Care Home, 10 December 2019 CQC report Liverpool Community Health NHS Trust, 8 July 2016 CQC report Liverpool Women's NHS Foundation Trust, 22 April 2020 CQC report Mersey Care NHS Foundation Trust, 5 April 2019 CQC report Shevington Court Nursing Home, 23 July 2019 CQC report St Helens and Knowsley Teaching Hospital NHS Trust, 20 March 2019		
If you stated no above, please provide the reason and mitigation: EHU isn't a new provider of pre-registration midwifery education and therefore visits to facilities/resources weren't required.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any

error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

Author(s):	Nicola Clark Sandra Stephenson	Date:	16 March 2021
Checked by:	Ian Felstead-Watts	Date:	22 March 2021
Submitted by:	Lucy Percival	Date:	26 April 2021
Approved by:	Leeann Greer	Date:	26 April 2021