

Programme approval visit report

Section one

Programme provider name:	University of Brighton
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Brighton and Sussex University Hospitals NHS Trust Western Sussex Hospitals NHS Trust East Sussex Healthcare NHS Trust Surrey and Sussex Healthcare NHS Trust
Programme(s) reviewed:	
<p>Programme: Pre-registration Midwifery Title of programme: BSc (Hons) Midwifery Programme start date: 28 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p>	
Date of approval	21 April 2020
QA visitor(s):	Registrant Visitor: Elizabeth Cluett Lay Visitor: Terence Williams

Section two

Summary of review and findings
<p>University of Brighton (UB), School of Health Science (the school) is an established approved education institution (AEI). UB is presenting a Bachelor of Science (Hons) midwifery programme, with NMC registration as a midwife for approval against the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) scheduled to commence in September 2020. It is full-time with a minimum duration of three years and a maximum of seven years. The programme documents detail the development of a curriculum philosophy and structure over two years, considering the Lancet series by Renfrew et al. (2014), current</p>

midwifery practice guidelines and policies, feedback from students, maternity service users, and practice learning partners (PLPs) as well as the midwifery academic team.

This programme approval was undertaken remotely.

Documentary analysis and PLPs representatives from four different maternity organisations and students confirm there is effective partnership working. There is a school wide service user and carer (SUC) strategy. Maternity service users, partners and advocacy groups have participated in curriculum planning but there is a need to develop service user involvement in other areas.

The programme learning outcomes reflect the SPMP and the Standards of proficiency for midwives (SPM) (NMC, 2019). The programme design is 50 percent theory and 50 percent practice delivered in modules. Reference to SPMs within the modules needs to be improved. Documentation, PLPs and students indicate practice opportunities across a diverse range of midwifery practice settings and populations. Modules are structured to support student learning, with a variety of learning strategies, formative and summative assessments, and support mechanisms across theory and practice. Additional assessment activity is required to confirm students can achieve newborn and infant physical examination (NIPE) requirements.

A collaboration of midwifery education and practice providers across England and Northern Ireland have developed the midwifery ongoing record of achievement (MORA), and the lead midwife for education (LME) at UB contributed to the group. Its development included feedback from service users and students. There is a mapping document showing how the MORA enable students to achieve the SPM requirements. Local practice partner midwifery representatives said they provided feedback to the LME on the MORA and understand this was fed back to the wider group. There is a legacy condition on the MORA and UB must ensure this is incorporated into the final document.

In line with the England and Northern Ireland collaboration of midwifery education and practice providers there is an agreed strategy for the preparation and support of practice supervisors (PS) and practice assessors (PA). All the practice partners at the approval visit indicated that they had received education about the Standards for student supervision and assessment (SSSA) (NMC, 2018) standards and the MORA, and that there was ongoing education and implementation support planned in the coming weeks. This includes regular visits from midwifery academics to practice setting as well as contact points via email and phone. All practice facilitators, practice supervisors and assessors reported they understood the SSSA requirement, like the MORA and are looking forward to its introduction. At the time of the approval visit all PLPs state that the SSSA is to be introduced in all areas because of the NMC emergency Covid-19 standards, and that from April 2020 all students would be supported on SSSA.

Students reported variability in the timeliness of practice related information, with best practice reported as when student representatives co produce the off duty with the practice facilitator.

The Standards framework for nursing and midwifery education (SFNME) is not met at programme level. The SSSA is met at programme level.

The programme is recommended to the NMC for approval subject to two NMC conditions, two joint NMC and university conditions and three university conditions. Two NMC recommendations and one university recommendation are made.

Updated 8 June 2020:

Evidence was provided that the changes required to meet the four NMC conditions and three university conditions have been made. All conditions are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>Condition one: UB is to develop plans to extend, monitor and report within programme management activity on service user involvement in selection, teaching and assessment. (SFNME R1.12, R2.7; SPMP R1.4, R2.4)</p> <p>Practice learning:</p> <p>Condition two: UB is to provide confirmation that the England and Northern Ireland MORA has been recommended for approval by the NMC. (SFNME R2.1, R4.2; SPMP R4.1)</p> <p>Assessment, fitness for practice and award:</p> <p>Condition three: The programme team will work with</p>

	<p>PLPs to develop, implement, monitor and review the strategy for NIPE competence and ensure that students are supported to achieve a minimum of 10 NIPEs in practice to achieve competence. (SPMP R3.1, R4.3) (Joint NMC and university condition)</p> <p>Education governance: management and quality assurance:</p> <p>Condition four: The programme team to ensure that all module specifications directly reference the SPMP and the SPM (the domains one to six), so there is clear mapping of where students achieve the required knowledge and proficiencies. In particular, the research domain needs to be clearly articulated within the context of South East England Consortium for credit accumulation and transfer (SEEC) level descriptors for level four and five. (SFNME R2.3; SPMP R2.3 and R4.3) (Joint NMC and university condition)</p> <p>Condition five: The programme specification needs additional sections to reflect the evidence provided in discussions at the review visit; covering inclusivity/inclusive practice, sustainability and employability (in the context of preparing students for a competitive market). This additional content should be replicated in the student handbook. (University condition)</p> <p>Condition six: The assessment strategy for module MI510 (complexities and childbearing in midwifery), needs to state that all students must agree their 'patchwork' assessment tasks with the module leader/tutor to ensure the choices made will enable all learning outcomes to be met. Any required tasks within the patchwork should be clearly stated (such as the reflective statement needs to be included in the assessment agreement). (University condition)</p> <p>Condition seven: The following are standard conditions which are to be satisfied following all University events and signed off by the Chair.</p> <ul style="list-style-type: none"> • The programme team to confirm that all exceptions to the general examination and assessment regulations (GEAR) have been formally submitted and approved • Final programme specification(s) and module
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	<p>specification(s) with all required conditions completed</p> <ul style="list-style-type: none"> • All necessary module change cover sheets completed (and updated if modules have changed during event) • External examiner nomination/reallocation paperwork completed and submitted to school quality standards committee (if applicable) • UQSC02 form completed (for periodic reviews of undergraduate courses only) • Reference to UB International College in admissions requirements (if applicable) (University condition)
<p>Date condition(s) to be met:</p>	<p>2 June 2020</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: UB is advised to explore with PLPs strategies to increase the consistency and effectiveness of processes to enable caseload holding/continuity of care opportunities for students across all settings. (SPMP R3.4)</p> <p>Recommendation two: UB is advised to work with PLPs to increase the consistency across settings in the provision of timely practice related information, in particular related to working patterns (known as off duty). (SFNME R3.2; SPMP R2.1)</p> <p>Recommendation three: The course team should review the recruitment and marketing strategy to ensure that the unique selling points (USPs) and benefits of the UB BSc Midwifery course are brought to the fore and the cutting edge aspects and opportunities are communicated in course marketing. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>Service user involvement in recruitment, teaching and assessment.</p> <p>SSSA implementation for all students across all settings, including the provision of timely practice related information and for achieving continuity of care.</p> <p>NIPE provision and assessment.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The AEI provided three documents, one detailing SUC involvement in recruitment, teaching, assessment and in two showing SUC involvement programme quality monitoring meetings, ensuring sustainable involvement of SUCs in the delivery of Future Midwife programmes. Condition one is now met.

The AEI has provided confirmation that the England and Northern Ireland MORA has been recommended for approval by the NMC (legacy condition) and has provided the updated NMC approved three-year MORA. Condition two is met.

The AEI has provided a modified NIPE module specification, a pathway across theory and practice detailing NIPE learning and assessment activities in theory and practice, and three statements from PLPs confirming support, capacity and resources to support NIPE learning and assessment for student midwives. Condition three is now met.

The AEI has provided 16 module specifications directly reference the SPMP and the SPM (the domains one to six) and a midwifery mapping to NMC 2019 standards show how this is achieved across all the modules. Condition four is now met.

The AEI has confirmed that the three university conditions have been met.

The SFNME are now met.
The SSSA are now met.
The SPMP are now met.

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	8 June 2020

Section three

NMC Programme standards

Please refer to NMC standards reference points

Standards for pre-registration midwifery programmes (NMC, 2019)

The Future midwife: Standards of proficiency for registered midwives (NMC, 2019)

Standards framework for nursing and midwifery education (NMC, 2018)

Standards for student supervision and assessment (NMC, 2018)

The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018)

QA Framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook (September 2018 updated July 2019)

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.

There is documentary evidence of UB policies, systems and procedures to promote effective partnerships working. There is a practice partners forum which includes representatives from Health Education England (HEE), and partners from NHS Trusts and clinical commissioning groups (CCG) and the private, voluntary and independent sector (PVI), and service user representation. The group discusses all aspects of the curriculum, including strategic issues, curriculum development, education monitoring, and strategies to progress practice issues through partnership working. Some practice partner representatives confirm their contribution to this forum.

There is a record of meetings with cohorts of students and practice partners in the curriculum development process. Practice partners all report engagement in curriculum development, some provided feedback to the local academic team about the assessment of practice document (MORA), and all report good liaison with the midwifery academics about any student issues.

We spoke to students from each year's cohort, a total of nine students, including

student representatives. The student representatives said they are listened to and gave an example of modifications made as a result of their comments.

Second- and third year student cohort representatives state they have attended a meeting with the midwifery academic team about the new curriculum and gave their views on individual modules, overall structure and content. The wider student group report they provide module feedback to module leaders and in evaluation reports. The senior students indicate they could identify changes in the new curriculum that are based on their feedback. Students commend the midwifery academics for academic, practice and personal support.

There is a SUC strategy that states they should be involved in programme design, assessment of students, clinical practice, leading teaching sessions and curriculum design. There is a record of a development visit and other meetings involving carers and users of services. We spoke to three service users. Each woman had given birth locally within the last 12-18 months. Only one of the three had taken part in developing the new curriculum. None had been involved in teaching, assessment or selection. All three gave examples of communication problems and failures to apply a person-centred approach. Students could learn a great deal from their experiences.

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 and

Met

Gateway 2: Standards for student supervision and assessment

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

Student journey through the programme

Standard 1: Selection, admission and progression

AEIs must:

- 1.1 Appoint a lead midwife for education who is responsible for midwifery education in the AEI
- 1.2 Inform the NMC of the name of the lead midwife for education
- 1.3 Ensure recognition of prior learning is not permitted for pre-registration midwifery programmes

AEIs together with practice learning partners must:

- 1.4 Ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
- 1.5 Confirm on entry to the programme that students:
 - 1.5.1 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
 - 1.5.2 Demonstrate an understanding of the role and scope of practice of the midwife
 - 1.5.3 Demonstrate values in accordance with the Code
 - 1.5.4 Have capability to learn behaviours in accordance with the Code
 - 1.5.5 Have capability to develop numeracy skills required to meet programme

outcomes

1.5.6 Can demonstrate proficiency in English language

1.5.7 Have capability in literacy to meet programme outcomes

1.5.8 Have capability for digital and technological literacy to meet programme outcomes

1.6 Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes

1.7 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

1.8 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

1.9 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

1.10 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).

Evidence provides assurance that the following requirements are met:

1.1 Appoint a lead midwife for education who is responsible for midwifery education in the AEI

Yes

1.2 Inform the NMC of the name of the lead midwife for education

Yes

1.3 Ensure recognition of prior learning is not permitted for pre-registration midwifery programmes

Yes

1.4 Ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education

No

R1.4 is not met. Documentary evidence including the UB SUC partnership strategy document 2019-2022 and SUC partner implementation plan 2019-22 indicates a strategy to involve service users in all aspects of programme activity including recruitment. The programme team articulate SUC involvement in developing triggers for questions and scenarios to be used as part of recruitment activity. However, all three service users state they have not been involved in any recruitment activity. This must be addressed. (Condition one)

1.5.1 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

1.5.2 Demonstrate an understanding of the role and scope of practice of the midwife

Yes

1.5.3 Demonstrate values in accordance with the Code

Yes

1.5.4 Have capability to learn behaviours in accordance with the Code

Yes

1.5.5 Have capability to develop numeracy skills required to meet programme outcomes

Yes

1.5.6 Can demonstrate proficiency in English language

Yes

1.5.7 Have capability in literacy to meet programme outcomes

Yes

1.5.8 Have capability for digital and technological literacy to meet programme outcomes

Yes

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

1.6 Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes

Met

R1.6 is met. There is a literacy, numeracy and digital literacy strategy from recruitment and through the programme at programme and university level. For example, practice modules include learning and assessment of numeracy, digital and technological with the medicines' management package Authentic World. Study skills and use of evidence for practice is developed across modules at level four, five and six. There is a virtual learning environment, which has technology support, for e-learning packages, and to support academic directed and self-directed learning. Literacy, numeracy, digital literacy and technology use is supported in practice activity. Students indicate that when they asked for help with literacy, numeracy, digital literacy or the use of technology this was arranged within the university.

Evidence provides assurance that the following requirements are met:

1.7 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

1.8 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

1.9 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

1.10 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.

No

This programme is for non-nurses only.

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.

Students commencing year two in September 2020 will be transferred to the new curriculum. Their year one modules in theory and practice have been mapped to the new curriculum and the content is similar. The academic team concluded students will receive a more comprehensive education and preparation for their role as a midwife on the new curriculum. The students were consulted about the transfer and gave their consent. Students commencing year three in September 2020 will remain on their current curriculum, against the NMC 2009 Standards for pre-registration midwifery education as changing them at this point would disadvantage their overall degree outcomes, specifically in relation to the grading of practice which is likely to affect their final degree classification.

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.

All current students will be transferred to SSSA. Implementation of SSSA standards is in line with the strategy articulated by the England and Northern Ireland midwifery education and practice collaboration. The PLPs indicated that they have been prepared for SSSA implementation, that they welcomed the new system, and that ongoing education and support plans are in place. Transfer to SSSA is occurring imminently because of the NMC emergency standards (March, 2020), and practice partners are content and able to enact the SSSA.

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

No

Service user involvement in recruitment and selection is limited. The documentation

and programme team say SUCs are involved in recruitment and selection, but at the visit none of the three SUCs we met had been involved in any aspect of recruitment or could recall anyone they knew who had. (Condition one)

Outcome

Is the standard met?

Not Met

Service user involvement in recruitment and selection is limited. The documentation and programme team say SUCs are involved in recruitment and selection, but at the visit none of the three SUCs we met had been involved in any aspect of recruitment or could recall anyone they knew who had.

Condition one: The AEI is to develop plans to extend, monitor and report within programme management activity on service user involvement in selection, teaching and assessment. (SFNME R1.12, R2.7; SPMP R1.4, R2.4)

Date: 21 April 2020

Post Event Review

Identify how the condition is met:

Condition one: the AEI provided three documents, one maps service user involvement in recruitment, teaching, and assessment, and details service user involvement in two regular programme quality monitoring meetings. Condition one is now met.

Evidence:

- UB programme team's response to conditions, 8 June 2020
- UB Service user modular mapping post event 2020, 20 May 2020
- UB Midwifery agenda team meetings, May 2020
- UB agenda staff and student forum, May 2020

Date condition(s) met: 8 June 2020

Revised outcome after condition(s) met:

Met

Condition one is now met.
SFNME R1.12 and R2.7 are now met
SPMP R1.4 and R2.4 are now met.

Standard 2: Curriculum

AEIs together with practice learning partners must:

2.1 Ensure programmes comply with the NMC Standards framework for nursing and midwifery education

2.2 Comply with the NMC Standards for student supervision and assessment

2.3 Ensure that programme learning outcomes reflect the NMC Standards of proficiency for midwives

2.4 Involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes

2.5 Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

2.6 Design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice

2.7 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

2.8 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

2.9 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:

2.9.1 Full time education and training as a midwife is a minimum of three years and 4,600 hours, or

2.9.2 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

2.9.3 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.

Evidence provides assurance that the following requirements are met:

2.1 Ensure programmes comply with the NMC Standards framework for nursing and midwifery education

Yes

2.2 Comply with the NMC Standards for student supervision and assessment

Yes

2.3 Ensure that programme learning outcomes reflect the NMC Standards of proficiency for midwives

No

R2.3 is not met. The programme aims and outcomes have been clearly mapped to the domains of the SPMP (NMC, 2019) and are documented within the programme specification and the student handbook. The programme outcomes and domains are also mapped to theory and practice modules. External examiners review the assessment of the programme outcomes for quality purposes.

However, the modules are not mapped to the SPMP or the SPM and this limits the ability of students, PAs, PSs and academics to link theory and practice activity directly to module content, and associated learning resources or assessment.
(Condition four)

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.

2.4 Involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes

Not Met

R2.4 is not met. There is a comprehensive SUC strategy (2019-2022 document) and a curriculum development document reporting meetings involving SUCs. One of the three service users reports involvement in one meeting on the development of the new curriculum, but no other meetings.

Documentary evidence identifies SUC contribution to teaching and learning activity. For example, through video recording, online written comments, and personal experiences shared with students. The academic team says there is a plan for a service user to participate during facilitated discussions on a scenario-based learning activity. The SUCs said they are unaware of any face-to-face contact with students during teaching sessions, although a student reports service user involved in a session on bereavement.

There are no references to SUC participation in student assessment in an academic setting. This could be developed further for example through design, participation and assessment of simulation activity. SUC involvement throughout programme design, recruitment, teaching and assessment has been identified as an area for future monitoring.

There is an opportunity for service users to provide feedback to students about the care they have provided through the MORA. The meetings with PLPs and student representatives confirm that service users provide feedback to students about the care they provide and this will be documented through the MORA. However, there is insufficient evidence to confirm that women, partners, families and advocacy groups are involved in the design, development, delivery and evaluation of programmes. (Condition one)

Evidence provides assurance that the following requirements are met:

2.5 Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

N/A

The proposed programme is not being delivered in Wales.

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.

2.6 Design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice

Met

R2.6 is met. The programme documentation indicates that students are supported and provided with relevant midwifery practice experience, with a practice base for core midwifery practice experiences and opportunities for visits for up to two weeks for additional learning opportunities with specific client groups within maternity services. PLPs and students confirm this at the visit. Some inter-professional learning opportunities are planned in theory through conference days and simulation sessions. Inter-professional and inter-agency learning occurs routinely in practice and all PLPs and students indicate students are encouraged to participate in such activities.

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.

2.7 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

R2.7 is met. The teaching and learning strategy includes enquiry-based learning (EBL) which includes an e-learning element. Online package such 'Authentic World' supports pharmacology and medicine management learning and assessment. The university uses an online learning platform, which the students indicate is useful. Simulation is used as a learning and assessment strategy for skill rehearsal for practice, and for emergency scenarios that occur infrequently. PLPs indicate they contribute to the scenarios and the assessment activity. There are planned simulation opportunities with student paramedics for emergencies in the community. Practice partners and students indicate students are encouraged to participate in simulated learning activities within clinical practice.

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.

2.8 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

Met

R2.8 is met. The programme is structured to provide 50 percent theory and 50 percent practice, divided into theory and practice modules. There is no compensation across modules. The programme aims and learning outcomes are aligned to the NMC (2019) SPMP and the Future Midwife; Standards of Proficiency for Midwives (FMSPM) and covers the required content for midwifery practice. There is a mapping document that listed the modules against the SPMP domains. The educational pedagogy is based on the United Nations Educational, Scientific and Cultural Organisation (UNESCO) four pillars of education (1996) and is delivered as a traditional mix of taught, self-directed and online learning supported by EBL activity. The midwifery academic team detailed the development of the EBL scenarios using a blend of their own practice experiences and information provided from local practice partners. These included cases reflecting the local population, and enables students to learn about specific client groups, particularly vulnerable groups even if not all students gained personal clinical experience of the group. Simulation is used as a learning strategy for emergency scenarios, and practice partners contribute to the scenarios and the assessment of these.

Evidence provides assurance that the following requirements are met:

2.9.1 Full time education and training as a midwife is a minimum of three years and 4,600 hours, or

Yes

2.9.2 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

No

Only a three-year programme is recommended for approval.

2.9.3 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.

No

Only a three-year programme is recommended for approval.

Assurance is provided that Gateway 1: Standards framework for nursing and

midwifery education relevant to curricula and assessment are met

Yes

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

Yes

Outcome

Is the standard met?

Not Met

Whilst there is a comprehensive SUC strategy (2019-2022 document) and a curriculum development document reporting meetings involving SUCs, the enactment of the strategy and SUC involvement within the programme is limited.

Condition one: UB is to develop plans to extend, monitor and report within programme management activity on service user involvement in selection, teaching and assessment. (SFNME R1.12, R2.7; SPMP R1.4, R2.4)

The programme aims and outcomes are mapped to the domains in SPMP and are documented within the programme specification and the student handbook. However, the modules are not mapped to the SPMP or the SPM, so students, PAs, PSs and academics can't link theory and practice activity directly to SPMP or SPM and associated learning resources or assessment.

Condition four: The programme team to ensure that all module specifications directly reference the SPMP and the SPM (the domains one to six), so there is clear mapping of where students achieve the required knowledge and proficiencies. In particular, the research domain needs to be clearly articulated within the context of SEEC level descriptors for level four and five. (SFNME R2.3; SMPM R2.3 and R4.3) (Joint NMC and university condition)

Date: 21 April 2020

Post Event Review

Identify how the condition is met:

Condition one: the AEI provided three documents, one maps service user involvement in recruitment, teaching, and assessment, and details service user involvement in two regular programme quality monitoring meetings.

Condition one is now met.

Evidence:

UB programme team's response to the condition, 8 June 2020

UB Service user modular mapping post event 2020, 20 May 2020

Condition four: The AEI has provided 16 module specifications directly referencing the SPMP and the SPM (domains one to six), so there is clear mapping of where students achieve the required knowledge and proficiencies within the module content section, and SEEC level descriptors are specified in each module detail. A midwifery mapping to NMC 2019 standards document shows how the SPMP and the SPM (domains one to six) requirements are achieved across all modules.

Condition four is now met.

Evidence:

UB Midwifery agenda team Meetings, 20 May 2020

UB Agenda staff and student forum, 20 May 2020

MI407 Pregnancy beginnings module specification, 20 May 2020

MI408 Pregnancy module specification, 22 May 2020

MI409 Birth module specification, 22 May 2020

MI410 Beyond birth module specification, 22 May 2020

MI414 Clinical assessment of practice one, 20 May 2020

MI420 Course hours requirements for midwifery one, module specification 20 May 2020

MI510 Complexities and childbearing in midwifery module specification, 20 May 2020

MI511 Managing midwifery emergencies module specification, 20 May 2020

MI512 Contemporary midwifery and research module specification, 20 May 2020

MI514 Clinical assessment of practice two module specification, 20 May 2020

MI520 Course hours requirements for midwifery two module specification, 20 May 2020

MI611 Contemporary midwifery project module specification, 20 May 2020

MI612 NIPE module specification, 20 May 2020

MI613 Future midwife module specification, 20 May 2020

MI614 Clinical assessment of practice three module specification, 20 May 2020

MI620 Course hours requirements for midwifery three module specification, 20 May 2020

Midwifery mapping to NMC 2019 standards post event, 20 May 2020

Date condition(s) met: 8 June 2020

Revised outcome after condition(s) met:

Met

Condition one is now met.
SFNME R1.12 and R2.7 are met.
SPMP R1.4 and R2.4 is met.

Condition four is now met.
SFNME R2.3 is met.
SMPM R2.3 and R4.3 are met.

Standard 3: Practice learning

AEIs together with practice learning partners must:

3.1 Provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives

3.2 Ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families

3.3 Provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working

3.4 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

3.5 Provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services

3.6 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

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

3.8 Ensure students experience the range of hours expected of practising midwives, and

3.9 Ensure students are supernumerary

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.

3.1 Provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives

Not Met

R3.1 is not met. The documentation indicates that students are offered a diverse range of practice opportunities. PLPs and students confirm this is achieved with students based within one maternity service and gaining experiences in all practice areas across the pregnancy, birth and postpartum continuum.

Midwifery academics are linked to practice areas and there are monitoring and audit processes in places to ensure students gain the opportunities to meet the SPM. Academic tutors who understand individual student need liaise with practice facilitators to ensure all students are enabled to achieve NMC and EU requirements. There is a variety of academic assessments, and both formative and summative feedback opportunities in theory and practice.

Practice partners across settings indicate variable resources in practice to support and assess students with NIPE skills. This is to be monitored. The NIPE assessment of conducting NIPE examinations under direct supervision is considered deficient as insufficient cases are required to enable students to adequately gain the depth and breadth of experience required to meet the SPM. (Condition three)

3.2 Ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families

Met

R3.2 is met. The programme specification and the student handbook identify holistic midwifery care as a required learning outcome. This is evident in module outlines and the assessment of practice document, the MORA, across all three years of the programme. Holistic midwifery care is understood to be grounded a values-based approach to practice, associated with compassionate practice, grounded in an understanding of the social, emotional, cultural, spiritual, psychological and physical

experiences of women. Programme documentation details holistic care as a requirement in the provision of midwifery care for the well woman and their family and when the woman and/or their neonate have complex care needs. The MORA repeatedly refers to the student demonstrating holistic care of the woman and neonate, across the childbearing continuum. While the students didn't use the word 'holistic' they did highlight the benefits of case loading activity and continuity of care to understand and provide care to the 'whole woman and their family' and how important that is for practice and their learning.

3.3 Provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working

Met

R3.3 is met. Programme documents evidence that midwifery students learning about inter-professional working (called multi-disciplinary by UB) in theory and practice modules in all three years of the programme. The focus of inter-professional learning within the programme is based around three strands; raising awareness, focusing on specific issues and topics and working and learning together to prepare for collaborative practice. Programme documents indicate students participate in inter-professional education (IPE) sessions with students in nursing, through lectures, presentations workshops, small group learning and day conferences. Simulation activities are planned for the academic year 2020 with paramedic students for maternity emergency scenarios. Students we met confirm their participation in various inter-professional theory sessions, and workshops and skills session in practice. IPE sessions which take place in practice learning environments are recorded in the MORA. The MORA also provides templates for students to record and reflect on any inter-professional learning undertaken with members of the multidisciplinary team and for students to self-evaluate and reflect on their practice learning experiences.

3.4 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

R3.4 is met. Documentary evidence and information from PLPs and students at the approval visit indicate that there are caseload holding and continuity of care opportunities for all students. However, the consistency of this varies across services, depending on how each service is progressing towards the achievement of the national Better Births strategy. The AEI is recommended to work with practice partners to enhance case holding opportunities for students. (Recommendation one)

3.5 Provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services

Met

R3.5 is met. The documentation and evidence at the approval visit provided by the programme team, PLPs and students indicates that students have opportunities to learning about and experience midwifery care for a diverse population in a range of settings.

The PLPs serve a diverse community including those with different ethnic, economic, social and cultural demographics. For example, traveller groups, migrants, single sex parents, those experiencing domestic violence or substance abuse. At the approval visit the students we met gave us examples of specialist experiences they have been able to access as part of their practice learning and the support provided by midwives and other members of the multidisciplinary team working with this communities. The MORA requires students to record and reflect on practice experiences, to demonstrate their adherence to the values and criteria of the NMC 2018 Code.

Theory modules enable students to address the impact of diversity on health and considered how midwives and maternity can respond to their differing needs. EBL is used as one leaning strategy to enable this. EBL is student centred and fosters student engagement, deep learning, problem solving, and critical reflection, and uses scenarios. Scenarios reflecting diverse populations are generated by the midwifery academics based on their own practice experience and by PLP midwives who work with diverse groups in the local community. In year three students contribute their own practice experiences to EBL activity.

3.6 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

Met

R3.6 is met. The documentation and evidence at the approval provided by the programme team, PLPs and students confirm that learning opportunities are provided to enable students to develop the knowledge, skills and behaviours to provide care to woman and the newborn infant with complex care needs. The curriculum is designed as 'progressive stages' across the three years enabling students to build their midwifery knowledge base, from normal to complex maternity care needs, across physical, mental and social wellbeing. This is supported through the EBL activity to foster ongoing learning and critical enquiry. There is a module in year two entitled managing midwifery emergencies, to ensure students gain the

knowledge and skills to provide care for infrequent emergencies which is assessed through an objective structured clinical examination (OSCE).

Students have opportunities to experience midwifery care for those with complex needs across community, hospital and specialist service, including neonatal units. The MORA requires documented evidence of the achievement of the knowledge and skills to provide woman centred care for those with complex needs, including the management of emergency situations for the woman or the newborn infant. The students tell us they are encouraged to caseload at least one woman experiencing complex needs.

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

Met

R3.7 is met. The AEI has an inclusivity policy and process for supporting students with individual learning needs. The academic tutor is the first point of contact for support, and then subsequently the practice learning facilitator. There is also a student support and guidance tutor whose role is to support students in a confidential manner about anything impacting on their ability to study at university or in any placement. There are university and programme processes for adjustments, such as specific learning resources, changes to practice locations, practice hours, assessment activities and study break /suspensions. The programme team, PLPs and students at the approval visit confirm that inclusivity was evident in recruitment and throughout the programme in theory and practice. PLPs and students report that academic tutors liaise with practice facilitators to ensure all students are aware of the processes to request adjustments and are supported with any adjustments in practice and are enabled to achieve the NMC and EU requirements. Students commended the midwifery academic tutors for the support for personal, professional and practice related support available.

Evidence provides assurance that the following requirements are met:

3.8 Ensure students experience the range of hours expected of practising midwives, and

Yes

3.9 Ensure students are supernumerary

Yes

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met

Yes

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

Yes

Outcome

Is the standard met?

Not Met

Practice partners across settings indicate variable resources in practice to support and assess students with NIPE skills. This is to be monitored. The NIPE assessment of conducting NIPE examinations under direct supervision is considered deficient as insufficient cases are required to enable students to adequately gain the depth and breadth of experience required to meet the SPM. The provision of assessment for NIPE is inadequate.

Condition three: The programme team will work with PLPs to develop, implement, monitor and review the strategy for NIPE competence and ensure that students are supported to achieve a minimum of 10 NIPEs in practice to achieve competence. (SPMP R3.1, R4.3) (Joint NMC and university condition)

Date: 21 April 2020

Post Event Review

Identify how the condition is met:

Condition three: A modified module specification indicates that 10 NIPE assessments are required for a student to pass this module, and a mapping document details how students are supported in theory and practice to gain NIPE knowledge and skills and how they are assessed. Three statements from PLPs confirm support, capacity, and resources to support NIPE learning and assessment

for student midwives. Condition three is now met.

Evidence:

UB programme team's response to the condition, 8 June 2020

NIPE pathway for university and clinical partnership,

MI612 NIPE Module Specification, 20 May 2020

PLP support for NIPE one, (East Sussex Healthcare NHS Trust), June 2020

PLP support for NIPE two, (Brighton and Sussex University Hospitals), June 2020

PLP support for NIPE three, (Western Sussex Hospital), June 2020

Date condition(s) met: 8 June 2020

Revised outcome after condition(s) met:

Met

Condition three is now met.

SPMP R3.1 and R4.3 are now met.

Standard 4: Supervision and assessment

AEIs together with practice learning partners must:

4.1 Ensure that support, supervision, learning opportunities and assessment that complies with the NMC Standards framework for nursing and midwifery education

4.2 Ensure that support, supervision, learning opportunities and assessment that complies with the NMC Standards for student supervision and assessment

4.3 Ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes

4.4 Provide students with feedback throughout the programme to support their development

4.5 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

4.6 Assess students to confirm proficiency in preparation for professional practice as a midwife

4.7 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

4.8 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

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.

4.1 Ensure that support, supervision, learning opportunities and assessment that complies with the NMC Standards framework for nursing and midwifery education

Not Met

R4.1 is not met. There is evidence of strong collaboration between the AIE and their five PLPs. There is a practice partners forum which includes representatives from HEE, and partners from the NHS Trust and CCG and the PVI, and service user representation. The group discusses all aspects of the curriculum, including strategic issues, curricula development, education monitoring, and to progress practice issues through partnership working. Quality monitoring reports such as Care Quality Commission reports are considered and any impact on student learning mitigated against and followed up. PLP representatives confirm their contribution to these meetings.

There is a school policy and process for supporting students in practice settings document which includes midwifery students. The school structure includes academic links to each PLP, with designated practice learning facilitators (PLFs). In addition, there is additional support for practice learning and assessment activity through an informal network between midwifery academics and PLPs as several midwifery academic practice as midwives within the Trusts, and several hold dual roles as academic for two or three days per week and the rest of the time as practitioners in the one of the PLP. At the approval visit two PLFs confirm the positive and supportive link between the midwifery academics at UB and themselves. Students confirm the ease of access to midwifery academic for any practice points, including learning support for difficult cases. Students, PAs, PSs, and PLFs all confirm they know the primacy of public safety and the process for raising and escalating concerns about practice activity or learning in practice. PAs, PSs, and PLFs confirm they know when and how to raise concerns about students' knowledge, skills or behaviour whether linked to health or practice ability including

the fitness to practice. Information on support in and for practice is detailed in the student handbook and the MORA.

Documentary evidence shows that students will be able to achieve the SPM (NMC, 2019) through access to a variety of practice learning experiences in PLP 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.

UB is to use the MORA, and the supporting implementation package developed by the England and Northern Ireland midwifery collaborative group. There is a legacy condition related to changes that are required to improve the clarity of the PS and PA roles, and at the time of the visit the NMC has not approved the final MORA. (Condition two)

4.2 Ensure that support, supervision, learning opportunities and assessment that complies with the NMC Standards for student supervision and assessment

Met

R4.2 is met. Documentary evidence indicates that academic and practice support, supervision, learning opportunities and assessment is available to students throughout the programme. The role of PAs and PSs is detailed within the MORA and the England and Northern Ireland collaboration preparation pack supporting the implementation of the MORA. Sign off mentors have and are receiving update and transition education through face-to-face and online learning activities, for PA and PS roles, with self-declaration forms, the completion of which is monitored by PLF and PLP managers. PLP managers, PLFs, PAs and PSs all confirm the preparation for the implementation of the SSSA requirements and the introduction of the MORA, and the strategy for ongoing education, support and monitoring. This includes frequent workshops and drop in opportunities with midwifery academics, both AAs and links lectures. PLFs, PAs and PSs have contact details for midwifery academics and know which tutors support which student groups.

4.3 Ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes

Not Met

R4.3 is not met. The MORA details and records achievement of the proficiencies in the practice learning environment and progression through each part of the programme. Domains one to five are mapped and the skills detailed in domain six are clearly visible and evidenced within the MORA, demonstrating what must be met at the point of registration as a midwife. The external examiner visits and reports

upon student's practice learning as part of their duties.

However, the NIPE assessment of conducting NIPE examinations under direct supervision is considered deficient as insufficient cases are required to enable students to adequately gain the depth and breadth of experience required to meet the SPM. (Condition three)

The programme aims and outcomes have been clearly mapped to the domains of the SPMP (NMC, 2019), and are documented within the programme specification and the student handbook. The programme outcomes and domains are also mapped to theory and practice modules. External examiners review the assessment of the programme outcomes for quality purposes.

However, the modules are not mapped to the SPMP or the SPM and this limits the ability of students, PAs, PSs and academics to link theory and practice activity directly to module content, and associated learning resources or assessment. (Condition four)

4.4 Provide students with feedback throughout the programme to support their development

Met

R4.4 is met. The documentation cites that student feedback is to align with the principles of UB education strategy which views assessment as a key motivator in student learning. Students are offered a variation of assessment within one module each year, underpinning the university curriculum design and enabling students to build and develop their own personal strengths in assessments. All modules have formative assessment for students within the timetable. These are supported with lecturer, peer or group feedback.

The programme document shows that there are processes in place to provide students with feedback throughout the programme in both theory and practice components. Evaluative and constructive information is included for each module and these have both formative and summative components for the purpose of student progression.

The academic assessor is identified as being responsible for providing feedback on assessment and progression in practice learning in collaboration with the practice assessor. The MORA will enable both the practice supervisor and practice assessor to provide ongoing formative and summative feedback to the student in the practice setting. Additional support is provided by the student's personal tutor who monitors progress and development and provides pastoral care and support throughout the programme. All the students we met at the visit confirm the feedback and support provided by midwifery academics.

SUCs are able to provide formative feedback on a student performance who have been involved in their care as part of the practice assessment process. This was confirmed by SUCs we met. The student's practice assessor or practice supervisor approaches SUCs to obtain feedback and this is recorded in the MORA. PS and PAs and students we met at the visit all confirmed this process is already in place and works well.

Evidence provides assurance that the following requirements are met:

4.5 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

4.6 Assess students to confirm proficiency in preparation for professional practice as a midwife

Yes

4.7 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

4.8 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

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

No

UB is to use the MORA for three year pre-registration midwifery programmes, and the supporting implementation package developed by the England and Northern Ireland midwifery collaborative group. There is a legacy condition related to changes that are required to improve the clarity of the PS and PA roles, and at the time of the visit the NMC has not approved the final MORA. (Condition two)

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

Yes

Outcome

Is the standard met?

Not Met

UB is to use the MORA for the three year pre-registration midwifery programmes, and the supporting implementation package developed by the England and Northern Ireland midwifery collaborative group. There is a legacy condition related to changes that are required to improve the clarity of the PS and PA roles, and at the time of the visit the NMC has not approved the final MORA.

Condition two: UB is to provide confirmation that the England and Northern Ireland MORA has been recommended for approval by the NMC. (SFNME R2.1, R4.2; SPMP R4.1)

The MORA details and records achievement of the proficiencies in the practice learning environment and progression through each part of the programme. Domains one to five are mapped and the skills detailed in domain six are clearly visible and evidenced within the MORA, demonstrating what must be met at the point of registration as a midwife. However, the NIPE assessment of conducting NIPE examinations under direct supervision is considered deficient as insufficient cases are required to enable students to adequately gain the depth and breadth of experience required to meet the SPM.

Condition three: The programme team will work with practice learning partners to develop, implement, monitor and review the strategy for NIPE competence and ensure that students are supported to achieve a minimum of 10 NIPES in practice to achieve competence. (SPMP R3.1, R4.3) (Joint NMC and university condition)

The programme aims and outcomes have been clearly mapped to the domains of the SPMP (NMC, 2019), and are documented within the programme specification and the student handbook. The programme outcomes and domains are also mapped to theory and practice modules. However, the modules are not mapped to the SPMP or the SPM and this limits the ability of students, PAs, PSs and academics to link theory and practice activity directly to module content, and associated learning

resources or assessment.

Condition four: The programme team to ensure that all module specifications directly reference the SPMP and the SPM (domains one to six) so there is clear mapping of where students achieve the required knowledge and proficiencies. (SPMP R2.3, R4.3)

Date: 21 April 2020

Post Event Review

Identify how the condition is met:

Condition two: A legacy condition related to changes required to improve the clarity of the PS and PA roles, which had not been recommended for NMC approval at the time of the visit, has now been approved and UB confirm they will be using the agreed three year MORA document. Condition two is now met.

Evidence:

MORA three year undergraduate NMC approved, undated

Condition three: A modified module specification indicates that 10 NIPE assessments are required for a student to pass this module, and a mapping document details how students are supported in theory and practice to gain NIPE knowledge and skills and how they are assessed. Three statements from PLP confirm support, capacity, and resources to support NIPE learning and assessment for student midwives. Condition three is now met.

Evidence:

NIPE pathway for university and clinical partnership, undated

MI612 NIPE module specification, 20 May 2020

PLP support for NIPE 1 (East Sussex Healthcare NHS Trust), June 2020

PLP support for NIPE 2 (Brighton and Sussex University Hospitals), June 2020

PLP support for NIPE 3 (Western Sussex Hospital), June 2020

Condition four: 16 module specifications directly reference the SPMP and the SPM (the domains one to six), so there is clear mapping of where students achieve the required knowledge and proficiencies within the module content section, and SEEC level descriptors are specified in each module detail. A midwifery mapping document to NMC 2019 standards document show how the SPMP and the SPM (the domains one to six) requirements are achieved across all modules. Condition four is now met.

Evidence:

UB Midwifery agenda team Meetings, 20 May 2020

UB Agenda staff and student forum, 20 May 2020

MI407 Pregnancy beginnings module specification, 20 May 2020
 MI408 Pregnancy module specification, 22 May 2020
 MI409 Birth module specification, 22 May 2020
 MI410 Beyond birth module specification, 22 May 2020
 MI414 Clinical assessment of practice one, 20 May 2020
 MI420 Course hours requirements for midwifery one, module specification 20 May 2020
 MI510 Complexities and childbearing in midwifery module specification, 20 May 2020
 MI511 Managing midwifery emergencies module specification, 20 May 2020
 MI512 Contemporary midwifery and research module specification, 20 May 2020
 MI514 Clinical assessment of practice two module specification, 20 May 2020
 MI520 Course hours requirements for midwifery two module specification, 20 May 2020
 MI611 Contemporary midwifery project module specification, 20 May 2020
 MI612 NIPE module specification, 20 May 2020
 MI613 Future midwife module specification, 20 May 2020
 MI614 Clinical assessment of practice three module specification, 20 May 2020
 MI620 Course hours requirements for midwifery three module specification, 20 May 2020
 Midwifery mapping to NMC 2019 standards post event, 20 May 2020

Date condition(s) met: 8 June 2020

Revised outcome after condition(s) met:

Met

Condition two is now met.
 SFNME R2.1 and R4.2 are now met.
 SPMP R4.1 is now met.

Condition three is now met.
 SPMP R3.1 and R4.3 are now met.

Condition four is now met.
 SPMP R2.3 and R4.3 are now met.

Standard 5: Qualification to be awarded

AEIs together with practice learning partners must:

5.1 Ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level

5.2 Notify students during and before completion of the programme that they have five years to apply to register with the NMC if they wish to rely on this qualification. 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.

Evidence provides assurance that the following requirements are met:

5.1 Ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level

Yes

5.2 Notify students during and before completion of the programme that they have five years to apply to register with the NMC if they wish to rely on this qualification. 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

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

Yes

Outcome

Is the standard met?

Met

Date: *21 April 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source 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	Yes
Programme specification(s)	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration midwifery programmes (NMC, 2019)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the LME	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	Yes
List additional documentation:	
SUC partner implementation plan 2019 to 2022, March 2019	
Service user modular mapping, undated	
School of health sciences, learning, teaching and assessment strategy for NMC regulated courses, March 2019	
Post approval visit documentary evidence to meet conditions:	

UB programme team's response to conditions, 8 June 2020
 UB Service user modular mapping post event 2020, 20 May 2020
 UB Midwifery agenda team meetings, May 2020
 UB agenda staff and student forum, May 2020
 UB Midwifery agenda team meetings, 20 May 2020
 UB Agenda staff and student forum, 20 May 2020
 MI407 Pregnancy beginnings module specification, 20 May 2020
 MI408 Pregnancy module specification, 22 May 2020
 MI409 Birth module specification, 22 May 2020
 MI410 Beyond birth module specification, 22 May 2020
 MI414 Clinical assessment of practice one, 20 May 2020
 MI420 Course hours requirements for midwifery one, module specification, 20 May 2020
 MI510 Complexities and childbearing in midwifery module specification, 20 May 2020
 MI511 Managing midwifery emergencies module specification, 20 May 2020
 MI512 Contemporary midwifery and research module specification, 20 May 2020
 MI514 Clinical assessment of practice two module specification, 20 May 2020
 MI520 Course hours requirements for midwifery two module specification, 20 May 2020
 MI611 Contemporary midwifery project module specification, 20 May 2020
 MI612 NIPE module specification, 20 May 2020
 MI613 Future midwife module specification, 20 May 2020
 MI614 Clinical assessment of practice three module specification, 20 May 2020
 MI620 Course hours requirements for midwifery three module specification, 20 May 2020
 Midwifery mapping to NMC 2019 standards post event, 20 May 2020
 NIPE pathway for university and clinical partnership, undated
 PLP support for NIPE one (East Sussex Healthcare NHS Trust), June 2020
 PLP support for NIPE two (Brighton and Sussex University Hospitals), June 2020
 PLP support for NIPE three (Western Sussex Hospital), June 2020

If you stated no above, please provide the reason and mitigation

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study:	

We met students from all three years of current BSc Midwifery programme at the visit. This included three first year students, five second year students, and three third year students. This included cohort representatives from years two and three.	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning Virtual learning environment	No
Educational audit tools/documentation	Yes
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List St Helens and Knowsley Teaching Hospitals NHS Trust (CQC), 20 March 2019	
If you stated no above, please provide the reason and mitigation UB are an established provider on NMC programmes. A resource review is not required.	
Additional comments:	

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Issue record			
Final Report			
Author	Elizabeth Cluett Terence Williams	Date	23 April 2020
Checked by	Pamela Page	Date	10 June 2020
Submitted by	Leeann Greer	Date	19 June 2020

Approved by	Helen Shapcott	Date	19 June 2020
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