

Programme Major Modification report

Section one

Programme provider name:	Buckinghamshire New University
Programme reviewed: <i>This is the NMC programme title(s)</i>	Registered Midwife - 18M <input type="checkbox"/> Registered Midwife - 24M <input type="checkbox"/> Registered Midwife - 36M <input checked="" type="checkbox"/> Registered Midwife - degree apprentice <input checked="" type="checkbox"/>
AEI programme title(s):	
Current AEI programme title(s): <i>Please include all currently approved programme titles</i>	BSc (Hons) Midwifery with NMC registration
Modified AEI programme title(s) if applicable: <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i>	BSc (Hons) Midwifery
Additional AEI programme title(s) if applicable: <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i>	BSc (Hons) Midwifery (Apprenticeship)
Academic levels of current programme:	
Registered Midwife - 18M	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 <input checked="" type="checkbox"/> N/A
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 <input checked="" type="checkbox"/> N/A
Registered Midwife - 36M	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input type="checkbox"/> N/A</p>
Registered Midwife - degree apprentice	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Academic levels of modified/additional programme(s)/route(s):	
Registered Midwife - 18M	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Registered Midwife - 24M	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Registered Midwife - 36M	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input type="checkbox"/> N/A</p>

Registered Midwife - degree apprentice	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 <input type="checkbox"/> N/A
Programme approval dates:	
Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i>	5 August 2021
Date(s) of NMC approval of any modifications since last approval:	N/A
Programme start dates:	
Current modification programme start date:	
Registered Midwife – 18M	
Registered Midwife – 24 M	
Registered Midwife – 36 M	23 September 2024
Registered Midwife – degree apprentice	23 September 2024
Date of modification:	19 January 2024
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Rowena Doughty

Section two

Summary of review and findings

Buckinghamshire New University (BNU) is an established approved education institution (AEI). The midwifery provision sits within the school of nursing and midwifery (the school), which sits in the institute of health and social care. The school has an established record of providing professional healthcare apprenticeship programmes, including registered nurse and registered nursing associate routes. The pre-registration Bachelor of Science with Honours (BSc (Hons)) midwifery programme was approved on the 5 August 2021 with a single direct entry route.

BNU present the approved midwifery programme with the following proposed modifications:

- To add an apprenticeship route to the approved programme.
- To modify the current route module structure including changes to the credit framework, module learning outcomes and assessments.
- To update the current route to meet the revised Nursing and Midwifery Council (NMC) Standards for pre-registration midwifery programmes (SPMP) (NMC 2019, updated 2023). This is in relation to changes in the student journey to include leadership placements in other trusts.
- To amend the current direct entry route title, BSc (Hons) midwifery with NMC registration, to BSc (Hons) midwifery.

BNU submit documentation that details the proposed changes to the direct entry midwifery programme route. Changes are proposed to meet the requirements of the AEI's hybrid curriculum 2023 framework. The documentation indicates that current direct entry students are consulted and cohorts will be transferred at specific points in the programme to minimise disruption to the student experience.

The BSc (Hons) midwifery (apprenticeship) route with eligibility to apply to register with the NMC as a registered midwife is proposed to start from the 23 September 2024. The route is 36 months in duration. The apprenticeship route is taught alongside the direct entry route, with one intake per year, delivered on both the Aylesbury and Uxbridge BNU campuses. The school has a record of providing professional apprenticeship programmes. The AEI received an "overall good" Ofsted report in September 2023.

The modification visit is undertaken face-to-face.

The employer partners (EPs) are Buckinghamshire Health Care NHS Trust, Frimley Health NHS Foundation Trust, Milton Keynes University Hospital NHS Foundation Trust and Royal Berkshire NHS Foundation Trust.

Placement learning agreements and memorandums of understanding formalise collaboration between BNU, practice learning partners (PLPs) and EPs for apprenticeship students. Collaboration with PLPs and EPs across Buckinghamshire, Berkshire, Surrey, Oxfordshire and Northwest London areas shapes all aspects of practice-based learning. Educational audit of practice areas used for student learning are undertaken by the AEI using the pan-London educational audit tool.

The midwifery ongoing record of achievement (MORA) is an integral part of the assessment of practice in the proposed route and the programme team is moving to an electronic version (e-MORA) for all students.

Recognition of prior learning (RPL) isn't available for the current pre-registration midwifery programme or the proposed apprenticeship route. All students are supernumerary for NMC programme hours and this is supported by the programme team and EPs.

Academic support for students in practice and procedures are in place to deal with any issues of concern relating to practice learning environments to manage and mitigate any risks to student learning. Guidance for students on raising and escalating concerns are in place, which outline typical situations where concerns can be raised together with descriptions of the process to be adopted in managing concerns raised. There's evidence of partnership working between BNU and PLPs/EPs when there are risks to safe and effective learning opportunities for students highlighted through adverse system regulator reports.

The programme is developed to meet the Standards framework for nursing and midwifery education (SFNME) (NMC 2018, updated 2023), the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023), the SPMP and the Standards of proficiency for midwives (SPM) (NMC, 2019), alongside the knowledge, skills and behaviours within the apprenticeship standards (Institute for Apprenticeships and Technical Education, 2021).

The SFNME isn't met at programme level as a condition applies.

The SSSA are met at programme level.

The programme is recommended for approval subject to one NMC condition. The university make two recommendations.

Updated 4 March 2024:

BNU provides documentation to meet the one NMC condition.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>Condition one: The programme team must develop a process that supports students, both direct entry and apprenticeship, to meet the requirement to gain experience of leadership and team working with different maternity providers. (SPMP R3.6)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>None identified.</p>
Date condition(s) to be met:	1 March 2024
Recommendations to enhance the programme delivery:	Recommendation one. Further research should be considered with regards to scholarships and funding. (University recommendation)

	Recommendation two. Consider more focused communication on the escalation of reasonable adjustments during placements. (University recommendation)
Focused areas for future monitoring:	Placement capacity as student numbers on the programme increase.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>Documentary evidence demonstrates the strategy and process underpinning how experiences of leadership and team working with different maternity providers are arranged and monitored. Collaboration is evident for a one-week placement. Capacity is monitored and there's sharing of placement agreements and placement audits between the local trusts. All students have specific contracts for the placement, they've an induction to the Trust and complete identified e-learning. Relevant SPM and learning outcomes are identified and information is present in student-facing documentation, for example programme handbooks and guidance for students. Plans are in place to evaluate the strategy and process.</p> <p>Condition one is met.</p>	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	<p>The following amendments are highlighted by the AEI:</p> <p>An amendment to the title for the direct entry route (now included as part of the modification).</p> <p>A correction to the title of the school.</p> <p>A clarification that apprenticeship students have a minimum of six hours off the job training per week.</p> <p>All changes are made to the report.</p>
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	1 March 2024

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p>Standards for pre-registration midwifery programmes (NMC 2019, updated 2023)</p> <p>The Future midwife: Standards of proficiency for registered midwives (NMC, 2019)</p> <p>Standards framework for nursing and midwifery education (NMC 2018, updated 2023)</p> <p>Standards for student supervision and assessment (NMC 2018, updated 2023)</p> <p>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018)</p> <p>Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020)</p> <p>QA Handbook (NMC, 2022)</p>
Partnerships
<p>The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC 2018, updated 2023)</p> <p>Standard 1: The learning culture:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality:</p> <p>R2.2 ensure programmes are designed to meet proficiencies and outcomes relevant to the programme</p> <p>R2.4 comply with NMC Standards for student supervision and assessment</p> <p>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</p> <p>R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation</p>

R2.7 ensure that people who use services 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 people who use services contribute to student assessment

[Standards for student supervision and assessment](#) (NMC 2018, updated 2023)

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 users of services, 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.

The documentation and visit indicate a strong partnership between the AEI, students, midwife practitioners and people who use services and carers (PUSCs) in the development of the current BSc (Hons) midwifery programme and the proposed apprenticeship route. There's a service user engagement strategy for the training and engagement of PUSCs to support the education of students. PUSCs, academic and practice staff and students participate in interviewing and selecting applicants for NMC programmes. There's a clear admissions strategy that meets the SPMP and for the apprenticeship route this includes the EP.

Students, EPs and PUSCs participation in curriculum design and development is clearly stated and documentation for the programme indicates curriculum content,

modes of delivery and practice experiences are designed to meet the SSSA and the SPMP. There's evidence of partnership working between the AEI, students, PLPs/EPs and PUSCs at operational level in the development of the current programme. PUSCs are involved in recruitment, learning, teaching and assessment across the current midwifery programme, both in theory and in practice. The programme team and the PUSCs tell us that this will continue in the new apprenticeship route.

Programme documentation and discussion at the visit confirms a collaborative approach to the apprenticeship route development with key stakeholders. This includes maternity voices partnership (MVP), PUSCs, EPs, clinical placement facilitators, practice assessors and practice supervisors. The views of current midwifery students have informed the development of the apprenticeship route. All stakeholder groups tell us that their feedback and contribution to the programme is reflected in the programme documentation.

EPs, practice assessors and practice supervisors tell us they work collaboratively with the programme team. There are plans in place to develop practice assessors and practice supervisors understanding of the needs of apprenticeship students via practice-based updates. Documentary evidence, the programme team and EPs, confirm that there's processes in place to manage student and practice learning concerns. There's an apprenticeship hub which provides support with the admissions process, contracts, tripartite meetings, compliance activities and student support for the apprenticeship route. Documentary evidence and the modification process confirms that the academic assessor role is fully implemented by BNU and meets the requirements of the SSSA.

Documentary evidence confirms that there are processes to manage any issues of concern relating to practice learning environments and to resolve and mitigate any risks to student learning. Student representatives tell us that they're well supported in the practice learning environment. They tell us that there's a collaborative approach between practice assessors, practice supervisors and academic assessors. Students confirm that they're supported to report any issues or concerns relating to practice learning and they know how to access support. Guidance for students on raising and escalating concerns is in place and students confirm at the visit that they know the process. Documentary evidence confirms that students are supernumerary in all practice learning environments.

Documentation demonstrates and students tell us that they're provided with a range of BNU, school and programme-based information that helps them to understand processes and procedures that impact on their time as a student. Students tell us that they receive information about the timing of placements and other detail such as shift patterns in a timely fashion. Similarly, information about activities relating to their teaching, learning and assessment is received within expected timeframes.

The midwifery programme provides opportunities for inter-professional education (IPE) in both practice and theory learning settings. A strategy for IPE is in place which demonstrates how students on the programme engage in multi-disciplinary learning.

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

MET NOT MET

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 2: [Standards for student supervision and assessment](#)

MET NOT MET

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Student journey through the programme

Standard 1: Selection, admission and progression

AEIs must:

- R1.1 appoint a 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 meet the entry requirements for the programme as set out by the AEI and are suitable for midwifery practice

- 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 police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and education establishments and ensure 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).

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, updated 2023).

Proposed transfer of current students to the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

- R1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI
YES NO
- R1.2 inform the NMC of the name of the lead midwife for education
YES NO
- R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes
YES NO
- R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
YES NO
- R1.5 confirm on entry to the programme that students:
- R1.5.1 meet the entry requirements for the programme as set out by the AEI and are suitable for midwifery practice
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. Programme documentation and the visit demonstrates evidence of how students develop the numeracy, literacy and digital technology skills required to meet the programme outcomes. Numeracy skills are integrated into modules to develop learning and include formative assessments in years one and two of the programme. This is supported by student access to safeMedicate, an online numeracy support system. Students undertake a summative numeracy examination with a 100 percent pass mark in year three of the programme. A varied theory learning and assessment approach is evident and supports the on-going development of literacy and digital technology skills throughout the programme through a blended curriculum. The MORA is managed through an online platform facilitating access and completion by students, practice supervisors and practice assessors.

As part of the apprenticeship programme students complete an individual learning plan (ILP). The ILP is shared between the student, apprenticeship partnership manager (APM) and appropriate academic and practice staff. Progress is monitored every 12 weeks during tripartite progress review meetings with their APM. The ILP aims to support the student to demonstrate their learning throughout the programme, identify any concerns limiting the progression and agree an intervention plan from all sides in partnership to support the student. They also set targets for achieving the next step in their learning plan and support and prepare students for their end point assessment (EPA). This supports the student's ability to develop digital technological literacy.

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 police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and education establishments and ensure 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).

YES NO N/A

A shortened midwifery programme isn't proposed.

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.

No existing students will transfer onto the proposed apprenticeship programme.

Current direct entry students will be transferred onto the updated direct entry route at specific points in the programme to minimise disruption to the student experience. The first-year cohort (September 2023) are minimally affected as their programme is already in the 20-credit structure. The second-year cohort (September 2022) will transition for their third year only.

Proposed transfer of current students to the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023).

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 is established within the approved BSc (Hons) midwifery programme.

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

YES NO

Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 19 January 2024	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 2: Curriculum
<p>AEIs together with practice learning partners must:</p> <p>R2.1 ensure programmes comply with the <i>NMC Standards framework for nursing and midwifery education</i></p> <p>R2.2 comply with the <i>NMC Standards for student supervision and assessment</i></p> <p>R2.3 ensure that programme learning outcomes reflect the <i>NMC Standards of proficiency for midwives</i></p> <p>R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes</p> <p>R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language</p> <p>R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice</p> <p>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</p> <p>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</p> <p>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, by meeting the following criteria:</p> <p>R2.9.1 ensure that all pre-registration midwifery programmes meet the equivalent minimum programme length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours, or</p>

R2.9.2 where a student is already registered with the NMC as a registered first level nurse (adult), education and training as a midwife shall be a minimum of two years, which consists of a minimum of 3,600 hours, or
R2.9.3 where a student is already registered with the NMC as a registered first level nurse (adult), education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

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

YES NO

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

YES NO

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

YES NO

Provide an 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. Programme documentation and discussion at the visit confirms that there's evidence of consultation and engagement with women, partners and advocacy groups. There's an established PUSC team through the MVP. Representatives at the visit tell us that they're involved in interviewing, teaching, reviewing of student project titles in year three and various assessments throughout the programme such as objective structured clinical examinations and vivas. They contribute to the design, development and the ongoing delivery and evaluation of the existing programme. They tell us they feel fully involved in the co-production of the curriculum.

PUSC representatives tell us they're supportive of an apprenticeship route as it makes entry to the midwifery profession more accessible to all and they recognise this promotes inclusivity, equality and diversity. They tell us they're a significant

part of the experts by experience (EbE) philosophy at BNU and contribute to EbE study days, where students learn through the lived experiences of women and families. The representatives tell us they feel valued by the programme team and the lead midwife for education who attends MVP meetings.

Students tell us they gain feedback from PUSCs during practice placements using a questionnaire as part of the MORA documentation. The PUSC representatives tell us they regularly meet and talk with students in the clinical areas.

Evidence provides assurance that the following requirements are met

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

YES NO N/A

The programme isn't delivered in Wales.

Provide an 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 met. Programme documentation and discussion at the visit confirms that students are exposed to a range of midwifery practice placements. These include wards, units and clinics which provide antenatal, intrapartum, postnatal and neonatal care. The community setting enables the development of antenatal and postnatal knowledge and skills along with multi-disciplinary and multi-agency team-working in the care of women, their families and the newborn. The hospital-based experience provides students with the opportunity to develop knowledge and skills related to the intrapartum care of women along with the immediate care of the newborn and early postnatal care. There's confirmation that the full range of placements is available at the apprenticeship students employing trust.

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. Documentation and discussion at the visit demonstrate that simulation is recognised within the school as essential in disseminating knowledge and skills from experts at the forefront of midwifery practice and in embedding required behaviours in students. The midwifery simulation used incorporates the use of human patient simulators in a virtual "real-life" healthcare environments and

situations, where clinical situations can be simulated, repeated, evaluated and reflected, reducing the risk of patient harm. BNU has a simulation team comprising of a technical manager, technical demonstrator and skills and simulation technicians. There's a high-fidelity environment, which includes the use of NHS approved consumables, genuine functioning equipment and a combination of actors and technology enhanced manikins. Audio/visual technology is available and is widely used by the teaching team to enhance reflection and feedback to students.

Within the curriculum simulation isn't counted as practice hours. It's used to assist in the development and assessment of clinical skills and ensures that students are better prepared for practice learning and can use time in the practice learning environment more effectively for skills rehearsal and consolidation. Some of the SPM can often only be achieved through simulation. Examples of skills undertaken in simulation include breech birth and manual removal of placenta, where experience on practice placements is limited. The programme team use simulation that isn't limited to psycho-motor skills alone, but include a range of other skills, for example interpersonal, communication and decision-making skills.

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

MET **NOT MET**

R2.8 is met. Programme documentation and the visit confirms that the programme is 135 weeks of full-time study consisting of 50 percent theory and 50 percent practice, plus 21 weeks of annual leave over three full calendar years to a total of 156 weeks. Apprenticeship students have a minimum of six hours per week off-the-job (OTJ) activities and learning. These OTJ activities are recorded in their learning logs. This evidence is assessed by their assigned APM to ensure it counts as OTJ evidence. The apprenticeship route framework meets the minimum requirements for 4600 hours of learning, including 2300 hours theory and 2300 hours practice. Placements are organised in partnership with the practice partners and the practice learning hub, to ensure that the NMC requisite 2300 minimum number of practice learning hours is achieved along with a variety of experiences for the students.

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, by meeting the following criteria:

R2.9.1 ensure that all pre-registration midwifery programmes meet the equivalent minimum programme length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours, or

YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>
<p>R2.9.2 where a student is already registered with the NMC as a registered first level nurse (adult), education and training as a midwife shall be a minimum of two years, which consists of a minimum of 3,600 hours, or</p>
YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
<p>The new proposed route is a three-year undergraduate apprenticeship with a minimum of 4600 hours.</p>
<p>R2.9.3 where a student is already registered with the NMC as a registered first level nurse (adult), 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.</p>
YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
<p>The new proposed route is a three-year undergraduate apprenticeship with a minimum of 4600 hours.</p>
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met</p>
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<p>Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to assessment are met</p>
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome
Is the standard met?
MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 19 January 2024
Post event review
Identify how the condition(s) is met:
N/A
Date condition(s) met:
N/A
Revised outcome after condition(s) met:
MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A

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 learning opportunities, across the whole continuum of care, that enables students to gain experience to:
 - 3.5.1 support and care for women during pregnancy, undertaking no less than 100 antenatal examinations
 - 3.5.2 support and care for no less than 40 women in labour and facilitate the birth. Where 40 births cannot be reached owing to the lack of available women giving birth, it may be reduced to a minimum of 30, provided that the student is given the opportunity to assist with caring for an additional 20 women giving birth
 - 3.5.3 participate in the support and care of women in labour and having a breech birth. Where there are no opportunities in practice to gain experience of breech births, proficiency may be gained by simulated learning
 - 3.5.4 support and care for no less than 100 women postnatally and 100 healthy newborn infants
 - 3.5.5 develop the required knowledge, skills and behaviours needed to support and care for no less than 40 women who have additional care needs or develop complications including those related to physical, psychological, social, cultural and spiritual factors
 - 3.5.6 care for newborn infants requiring additional care or have complications, including in a neonatal unit and
 - 3.5.7 care for women across the life course with additional sexual and reproductive health needs
- R3.6 ensure students gain experience of leadership and team working with different maternity providers
- R3.7 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services
- R3.8 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

- R3.9 take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities
R3.10 ensure students experience the range of hours expected of practising midwives, and
R3.11 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. Documentary evidence and the visit confirm that practice learning opportunities enable students to develop and meet the SPM. Student progression towards the achievement of the SPM is documented in the MORA. The visit confirms that students on the apprenticeship route can achieve all SPM within their employing trust.

EPs and documentary evidence confirm that practice learning opportunities expose students to learning experiences across all areas of maternity care, including birth centre environments. Placements are identified within all years of the programme to facilitate opportunities in a broad range of clinical areas in which students can observe, experience and participate in care for the woman, the newborn and their families throughout the life-long health continuum. Placements facilitate knowledge and skill development in universal care and additional care.

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

MET **NOT MET**

R3.2 is met. There's evidence that students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families across the care continuum. The programme team and EPs confirm that there's sufficient practice learning opportunities to ensure students on the apprenticeship route can access the experiences that provide learning associated with the holistic needs of those who access maternity services.

- R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working

MET **NOT MET**

R3.3 is met. The midwifery programme provides opportunities for IPE in both practice and theory learning settings. BNU has a breadth of healthcare related programmes providing opportunities to include disciplines such as nursing, operating department practice (ODP) and paramedic science. There's opportunity for interprofessional learning and teaching in all three years of the programme. Module content development includes co-design and co-delivery of interprofessional scenarios, for example human factors and communication in emergency scenarios involving paramedic and ODP students. In May 2024, an inter-disciplinary conference is being organised to share learning across the ODP, paramedic science and midwifery programmes. The learning will enhance the knowledge around the role of each profession and the importance of how the teams work together to provide care.

Practice learning opportunities and simulation opportunities enable students to meet the learning outcomes across the SPM. Documentary evidence and discussion at the visit demonstrates there are opportunities on practice placements that develop skills and approaches to the diversity of people requiring care and the scope of working practice for other professionals aligned to midwifery.

Arrangements within practice using a 'hub and spoke' process ensure that students have opportunities to gain awareness and competence in working within the multi-disciplinary team through placements in accident and emergency, high dependency/intensive care units and neonatal services. Within the MORA there are proficiencies aligned to inter-professional and multi-agency team working and these must be achieved by the end of the programme.

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. Throughout the programme placement experiences reflect models of midwifery continuity of carer (MCoC). The programme team tell us that students have the opportunity to support women through all parts of their childbearing journey, especially when on community placements. Documentary evidence demonstrates that students experience a variety of settings and models of maternity care.

The programme team recognise the importance of MCoC and support students to achieve experience within the existing maternity service configuration. This continues to be encouraged despite the national removal of the continuity of care model. One example of where this is achieved is on community placements, where a student is allocated to the same community practice supervisor meaning they follow the same caseload of women. Another example is where a student is

allocated to work with the vulnerable women team, providing MCoC through this pathway.

R3.5 provide learning opportunities, across the whole continuum of care, that enables students to gain experience to:

- 3.5.1 support and care for women during pregnancy, undertaking no less than 100 antenatal examinations
- 3.5.2 support and care for no less than 40 women in labour and facilitate the birth. Where 40 births cannot be reached owing to the lack of available women giving birth, it may be reduced to a minimum of 30, provided that the student is given the opportunity to assist with caring for an additional 20 women giving birth
- 3.5.3 participate in the support and care of women in labour and having a breech birth. Where there are no opportunities in practice to gain experience of breech births, proficiency may be gained by simulated learning
- 3.5.4 support and care for no less than 100 women postnatally and 100 healthy newborn infants
- 3.5.5 develop the required knowledge, skills and behaviours needed to support and care for no less than 40 women who have additional care needs or develop complications including those related to physical, psychological, social, cultural and spiritual factors
- 3.5.6 care for newborn infants requiring additional care or have complications, including in a neonatal unit and
- 3.5.7 care for women across the life course with additional sexual and reproductive health needs

MET **NOT MET**

R3.5 is met. Documentary evidence and discussion at the visit assures us that all students access a range of practice placements to achieve all the required SPM. The programme team tell us that there's sufficient experiences available to students. Discussion at the visit demonstrates there's a process in place to monitor placement capacity as student numbers increase. Students tell us they're supported to achieve the necessary breadth of practice experiences and SPM by the end of the programme.

R3.6 ensure students gain experience of leadership and team working with different maternity providers

MET **NOT MET**

R3.6 is not met. It isn't clear in the programme documentation or through discussion at the visit how this standard is to be achieved. Documentation and discussions with the programme team highlights that there isn't a clear and considered process for the requirement for students to gain experience of leadership and team working in a different midwifery provider. Documentary evidence is required to demonstrate the process underpinning how these experiences will be arranged and monitored. Learning outcomes and student-

facing documentation is required, along with agreements for apprenticeship students. (Condition one)

R3.7 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**

R3.7 is met. Documentary evidence shows that students experience a variety of settings and models of maternity care, including neonatal and multi-disciplinary provision. Documentation and discussion at the visit assure us that apprenticeship students access the full range of placements at their employing trust. Individual student's journeys are mapped over the whole programme to ensure they've exposure to all areas of care and a diversity of settings. Students rotate between community and hospital settings to experience the full scope of midwifery practice and associated services.

R3.8 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**

R3.8 is met. Documentary evidence and the visit confirm that there's learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complications and additional care needs arise. These include physical, psychological, social, cultural and spiritual factors. Practice learning environments reflect theory learning opportunities and include special care baby units and neonatal intensive care unit environments. Programme documentation including module specifications confirm that students learn and are assessed appropriately to ensure they meet this requirement.

R3.9 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**

R3.9 is met. Students on the apprenticeship route undertake the full range of practice placements in their EP, reflecting their individual needs and personal circumstances. Programme documentation and discussion at the visit confirm that student support mechanisms are in place to support students with learning differences. Opportunities to seek advice and guidance from their personal tutor continue throughout the programme. Students tell us if they require reasonable adjustments, they're available. Following a diagnosis and development of a support plan, meetings occur with relevant academic staff to ensure any identified

reasonable adjustment is implemented in theory sessions and documented within the student's personal file. If adjustments are relevant to practice placements, appropriate clinical and academic staff are informed and these are documented in the MORA. Students tell us that they're aware of their ability to request reasonable adjustment and that they're aware of the procedures by which adjustments can be made. Practice staff also tell us that they're aware of their responsibilities and abilities with regard to facilitating reasonable adjustments that may be needed within placement experience.

Evidence provides assurance that the following requirements are met

R3.10 ensure students experience the range of hours expected of practising midwives
YES NO

R3.11 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

Documentation and discussions with the programme team highlights that there isn't a clear and considered process for the requirement for students to gain experience of leadership and team working in a different maternity provider. Documentary evidence is required to determine the process underpinning how these experiences are arranged and monitored. Learning outcomes and student-facing documentation is required, along with agreements for apprenticeship students.

Condition one: The programme team must develop a process that supports students, both direct entry and apprenticeship, to meet the requirement to gain experience of leadership and team working with a different maternity provider. (SPMP R3.6)

Date: 19 January 2024

Post event review

Identify how the condition(s) is met

Condition one: Documentary evidence demonstrates the strategy and process underpinning how experiences of leadership and team working with different maternity providers are arranged and monitored. Collaboration is evident between local trusts within Buckinghamshire, Oxfordshire and Berkshire for a one-week placement. Capacity is monitored through a placement masterplan, accessible by the programme lead and placement unit. There's sharing of placement agreements and placement audits between the local trusts. Students on the direct entry BSc (Hons) programme are covered by the NHS England national education contract and apprenticeship students have honorary contracts for their placement. All students have an induction to the Trust and complete identified e-learning. Relevant SPM and learning outcomes are identified and information is present in student-facing documentation, for example programme handbooks and guidance for students. Plans are in place to evaluate and develop the strategy and process.

Condition one is met.

Evidence:

Response BNU midwifery direct condition February 2024, undated

Notes from meeting with Buckinghamshire, Oxfordshire and Berkshire, 26 January 2024

Strategy to meet NMC SPMP 3.6, undated

Date condition(s) met: 1 March 2024

Revised outcome after condition(s) met:

MET **NOT MET**

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 constructive 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

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 met. BNU has made changes to the current module structure including the credit framework, module learning outcomes and assessments for the current direct entry route. In 2022, BNU underwent a university-wide curriculum change project called curriculum 23 (C23). All programmes were reviewed and updated accordingly to meet university-focused hallmarks and design principles. Subsequently they're making some enhancements to the direct entry midwifery programme route that they were unable to undertake via the minor modification that took place in November 2022. Themes such as research and communication run through the curriculum creating a scaffold approach to the programme and these are strengthened within the updated route.

The programme uses a variety of blended learning and teaching methods within the curriculum, including seminars, lectures, authentic scenarios and case studies, presentations, online learning resources and simulation in the simulation suites. Documentation demonstrates that students have one or two face-to-face contact days during their theory block on campus, one live online lecture and some additional recorded lectures allowing flexibility to enable students to meet the demands of the programme, in addition to other life demands. This pattern is developed in conjunction with stakeholder feedback and students tell us they appreciate this approach to learning and teaching.

BNU has transitioned from a 30/15 credit structure to a 20-credit structure. All modules in level four and five have moved to a 20-credit structure and all modules in level six, excluding the service improvement project/research proposal which has 40 credits, are also 20 credits. The modules are reviewed and changes made to learning outcomes. All assessments are also reviewed ensuring the workload is consistent and appropriate for the module content, meets the learning outcomes and is authentic to the midwifery context.

BNU has introduced 'opportunity' modules. Students can choose to study extra 10-credit modules in their first and second years from a selection of modules in areas such as sustainability, entrepreneurship and digital skills. Opportunity modules are designed to enable students to develop skills and knowledge outside the discipline of their chosen degree. In the midwifery programme any opportunity modules chosen are in addition to the required core modules and credits from these modules can't be swapped to replace the programme requirements. This is evident in the documentation and through discussion at the visit.

Current direct entry route students have been consulted and their thoughts and ideas included into the changes. Cohorts are to move over to C23 at suitable points in the programme: the September 2023 cohort saw minor changes and the September 2022 cohort are to transfer at the start of their final year. Initial feedback from students is positive about the changes and plans are in place to monitor this initiative.

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 programme documentation and discussion with EPs, students, practice assessors and practice supervisors confirm that support, supervision, learning opportunities and assessment complies with the SSSA. The MORA sets out the roles and responsibilities of practice assessors, practice supervisors and academic assessors. Apprenticeship students also have an APM and have a progress meeting with their APM to review their ILP every 12 weeks.

The apprenticeship programme handbook confirms that students are provided with appropriate student facing documents that detail how they're supported, supervised and assessed in the practice learning environment.

Documentation and the visit demonstrate that plans are in place to ensure EPs, practice assessors and practice supervisors are prepared to support apprenticeship students. Senior managers from EPs agree to support practice learning opportunities and the SSSA. Apprenticeship students have access to an interactive digital platform which guides their individual learning and development of their portfolio. Along with the support of an APM, apprenticeship students supply evidence from the MORA and their academic studies to ensure that they meet the EPA at the end of the programme.

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

MET **NOT MET**

R4.3 is met. Programme documentation and discussion at the visit confirm that students meet the SPM and the programme outcomes. Theory and practice

learning are clearly mapped against the SPM and the programme outcomes.
Module specifications detail the programme content.

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

MET **NOT MET**

R4.4 is met. The programme documentation shows that assessment is designed to provide a wide variety of opportunities for students to demonstrate acquired academic theory and the subsequent application knowledge and development of clinical skills in practice placements. Students undergo a range of formative and summative assessment, where in addition to assessing the achievement of module learning outcomes, the role of assessment is to promote student learning and performance through feedback. Module documentation demonstrates that feedback is provided for each summative assessment, which is mapped against assessment criteria. Students tell us that they receive this feedback in a timely manner and that they find it useful and constructive.

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**

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

YES **NO**

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to supervision and assessment are met

YES **NO**

Outcome

Is the standard met?

MET **NOT MET**

Date: 19 January 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A

Standard 5: Qualification to be awarded

AEIs together with practice learning partners must:

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

R5.2 notify students during and before completion of the programme that they have [five years](#) to apply to register with the NMC if they wish to rely on this 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 R2.12, R2.21

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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
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 <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
There's no fall back exit award that confers eligibility to register as a midwife with the NMC.		
Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met		YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome		
Is the standard met?		MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 19 January 2024		
Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:		MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A		

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, updated 2023) (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, updated 2023) 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, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CV of the LME	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Staff CVs were submitted for original programme approval and there's no change in staffing for this modification.		
List additional documentation:		
Documentation to meet condition: Response BNU midwifery direct condition February 2024, undated Notes from meeting with Buckinghamshire, Oxfordshire and Berkshire, 26 January 2024 Strategy to meet NMC SPMP 3.6, undated		
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 checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study:		
First year student nurse (apprenticeship) x three Second year student midwife x two Third year student midwife x one Third year student nurse (apprenticeship) x one		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation		
Additional comments:		
None identified.		

The visitor(s) viewed the following areas/facilities during the 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 practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System Regulator Reports List: Buckinghamshire Healthcare NHS Trust, Care Quality Commission (CQC) inspection report, 4 July 2022 Milton Keynes Hospital, CQC inspection report, 5 July 2023 Milton Keynes University Hospital NHS Foundation Trust, CQC inspection report, 30 July 2019 London North West University Healthcare NHS Trust, CQC inspection report, 20 May 2022 The Hillingdon Hospital, CQC inspection report, 18 January 2023 The Hillingdon Hospitals NHS Foundation Trust, CQC inspection report, 24 July 2018		
If you stated no above, please provide the reason and mitigation:		
BNU is an established AEI. A resource check isn't required.		
Additional comments:		
None identified.		

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Issue record

Final Report			
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