Protecting the public through quality assurance of nursing and midwifery education

Programme Audit/Major Modification report

Programme provider:	Coventry University
In partnership with: (Associated practice placement providers involved in the delivery of the programme)	George Eliot Hospital NHS Trust (GEH) South Warwickshire NHS Foundation Trust (SWFT) University Hospitals Coventry and Warwickshire NHS Trust (UHCW)
Date of review:	16 Jul 2019
Type of Modification	Desktop
Provision reviewed:	Registered Midwife - 36M
Title of current programme:	BSc (Hons) midwifery (three-year)BSc (Hons) midwifery (shortened)
Title of modified programme if changed:	
Academic level of current programme:	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Academic level of modified programme if changed:	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Reviewer:	Sheila Brown

Outcome of Approval Panel Meeting	
Outcome:	Recommended for approval with recommendations
Conditions and NMC standard(s)/requirement(s) they relate to:	**Resources** None identified **Admission and progression** None identified **Practice learning** None identified **Fitness for practice** None identified **Quality assurance** None identified
Date conditions to be met:	Not applicable
Recommendations and NMC standard(s)/requirement(s) they relate to: **Note: recommendations will be assessed through the AEI annual self-assessment report**	Recommendation one: The programme development team are advised to consider involving users of maternity services and student midwives to enhance their engagement and collaboration at every stage of programme development and modification. (Standard 2)
Date conditions met:	
Programme start date:	30 Sep 2019

Summary

Summary of modification request

Coventry University (CU) school of nursing, midwifery and health provides a three-year BSc (Hons) midwifery programme and a BSc (Hons) midwifery (shortened) programme which were approved in June 2012.

The university presented documentation for a modification to the pre-registration midwifery programmes to change from the Standards to support learning and assessment in practice (SLAiP) (NMC, 2008) to the Standards for student supervision and assessment (SSSA) (NMC, 2018). The modification is solely limited to the process for pre-registration midwifery students' learning and assessment in midwifery practice. Changes are made to the pre-registration midwifery practice assessment documentation (PAD) to reflect the SSSA. All existing students on pre-registration midwifery programmes will transfer to the SSSA in September 2019.

There is evidence of consultation about proposed changes to the approved pre-registration midwifery programmes with key stakeholders including students, service users and practice learning partners (PLPs).

A review of documentary evidence and a teleconference provided evidence of effective partnership working between CU, PLPs and student midwives to support the implementation of the SSSA. There is evidence that students have been informed through face-to-face sessions of the plan to implement the SSSA for pre-registration midwifery programmes.

The major modification to pre-registration midwifery programmes is recommended to the NMC for approval. There is one recommendation.

Feedback from key stakeholders

Presenting Team

Not applicable - Desktop review

Mentors, sign-off mentors, practice teachers and employers

Not applicable - Desktop review

Students

Not applicable - Desktop review

Service users and carers

Not applicable - Desktop review

Examples of notable and innovative practice and standards they relate to

None identified

Potential risks to compliance of education standards and standards they relate to

There is evidence that the importance of service user involvement is recognised in future plans for the development of a new pre-registration midwifery programmes. There is service user representation on the NMC standards task and finish group for the development of the new curriculum. The programme development team are advised to consider involving users of maternity services and students to enhance their engagement and collaboration at every stage of programme development and modification. (Recommendation one)

Recommendation one: The programme development team are advised to consider involving users of maternity services and student midwives to enhance their engagement and collaboration at every stage of programme development and modification. (Standard 2)

Potential risks to the student learning environment and standards they relate to

None identified

Any other risks to public protection

None identified

Areas for future monitoring

- Monitor student experiences following the implementation of the SSSA.
- Monitor the experience of practice supervisors, practice assessors and academic assessors following the implementation of the SSSA.

Outcome recommendation
The major modification is recommended to the NMC for approval. One recommendation is made.

**Protecting the public through
quality assurance of nursing
and midwifery education**

NMC Standards
Please refer to the Standards for Pre-Registration Midwifery Education (NMC, 2009), current programme specific circulars accessed via the NMC Website, EU Directive 2005/36/EC Article 41 (1) and Article 31 (6-7), and Section one of the Mott MacDonald QA Handbook.

Standards for the lead midwife for education
Standard 1: Appointment of the lead midwife for education
The NMC requires an approved educational institution (AEI) to do the following:
Appoint a lead midwife for education (LME) who is a practising midwife and has a recorded midwifery teaching qualification on the NMC register.
Confirm the appointment of an LME with the NMC
Use the LME for strategic liaison with external agencies such as purchasers of education provision for all matters affecting midwifery education.

What we found:	
Unchanged since programme approval in June 2012.	
Outcome:	Standard met
Date standards met*:*	
Revised outcome:	

Standard 2: Development, delivery and management of midwifery education programmes
The LME shall lead the development, delivery and management of the midwifery education programmes provided by the AEI, ensuring that they comply with the standards established by the NMC.
What we found:
Documentary evidence and discussion during the teleconference confirms that the lead midwife for education (LME) has led the proposed modification in partnership with the midwifery education team, the CU school of nursing, midwifery and health and PLPs. It is evident that the LME is involved in the development, delivery and management of the pre-registration midwifery programmes and in the plans for a new curriculum with relevant stakeholders when the new NMC Standards for pre-registration midwifery programmes are published.

There is evidence that the importance of service user involvement is recognised in future plans for the development of a new pre-registration midwifery programmes. There is service user representation on the NMC standards task and finish group for the development of the new curriculum. The programme development team are advised to consider involving users of maternity services and students to enhance their engagement and collaboration at every stage of programme development and modification. (Recommendation one)

The programme team informed us that students have been made aware of plans for this modification to the programmes. There is evidence of plans to further prepare students for the transfer to the SSSA. |

Outcome:	Standard met
Date standards met*:*	
Revised outcome:	

Standard 3: Signing the supporting declaration of good health and good character
In accordance with rule 6(1)(a)(ii) of the registration rules, the LME shall be responsible, at her discretion, for signing the supporting declarations of good health and good character for all midwifery applications to the register.

What we found:	
Unchanged since programme approval in June 2012.	
Outcome:	Standard met
Date standards met*:*	
Revised outcome:	

Standards for admission to, and continued participation in, pre-registration midwifery programmes

Age of entry

St. 4

General requirements

The following requirements for selection should be read and operated alongside programme providers' existing policies and procedures:

4.1   Selection

Wherever practicable, the selection process should include a face-to-face meeting.

Programme providers (AEIs and their service partners) are encourage, wherever possible, to involve lay people and midwifery students in the selection process. Depending on local circumstances they may be involved directly or indirectly in selection.

All individuals in the selection process should receive appropriate training, preparation and updating which includes equality and diversity.

Representatives of partner service provider organisations should be directly involved in the selection process.

The views of the individuals directly involved in selecting applicants should be taken into account when making final decisions on whether to accept or reject an applicant.

4.2   Literacy and numeracy

AEIs are required to ensure that applicants for pre-registration midwifery education programmes have provided evidence of literacy and numeracy that includes prior achievement of basic skills sufficient to undertake a pre-registration midwifery programme of education to a satisfactory level of attainment.

4.3   Good health and good character

Applicants must demonstrate that they have good health and good character sufficient for safe and effective practice as a midwife, on entry to, and for continued participation in, programmes leading to registration with the NMC.

Applicants from overseas must meet the good health and good character as defined for UK applicants and additionally those requirements set out by the UK government for healthcare workers from overseas

4.4   Entry to the register

The NMC requires a self-declaration of good health and good character from all those entering the register for the first time. On completion of the midwifery programme the student will submit this self declaration. The declaration is either supported by the LME, whose name has been notified to the Council and who is responsible for midwifery education in the relevant AEI, or by her designated registered midwife substitute. AEIs must be able to provide evidence of having fulfilled this requirement.

What we found:	
Unchanged since programme approval in June 2012.	
Outcome:	Standard met

Date standards met:	
Revised outcome:	

Standard 5: Interruptions to pre-registration midwifery education programmes
Programme providers must ensure that they have in place processes to manage interruptions to the study of programmes for whatever reason. When a student returns to a programme it is recommended they have a period of orientation appropriate to the length of interruption. Programme providers must ensure that the student's acquired knowledge and skills remain valid, enabling them to achieve the necessary standards required on completion of the course.
What we found:
Unchanged since programme approval in June 2012.

Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 6: Admission with advanced standing
All applicants, other than those registered as a nurse level one (adult), must complete a minimum three years full-time pre-registration midwifery programme of education.

Where a student is already registered with the NMC as a nurse level one (adult), the length of the pre-registration midwifery education programme shall be no less than 18 months full time.	
What we found:	
Unchanged since programme approval in June 2012.	
Outcome:	Standard met
Date standards met*:*	
Revised outcome:	

Standard 7: Transfer between approved educational institutions	
It is the responsibility of AEIs to decide whether or not to accept an application for transfer.	
What we found:	
Unchanged since programme approval in June 2012.	
Outcome:	Standard met
Date standards met*:*	
Revised outcome:	

Protecting the public through
quality assurance of nursing
and midwifery education

Standard 8: Stepping off and stepping on to pre-registration midwifery education programmes	
Students can 'step off' a pre-registration midwifery programme of education.	
What we found:	
Unchanged since programme approval in June 2012.	
Outcome:	Standard met
Date standards met*:*	
Revised outcome:	

Standards for the structure and nature of pre-registration midwifery programmes	
Standard 9: Academic standard of programme	
Since September 2008 the minimum academic level for entry to the midwives' part of the register for those entering pre-registration midwifery programmes is degree level (NMC Circular 14/2007).	
Scotland – 360 academic credits, 60 of which must be at level nine.	
England, Wales and Northern Ireland – 300 academic credits, 60 of which must be at level H.	
What we found:	
Unchanged since programme approval in June 2012.	
Outcome:	Standard met

Protecting the public through
quality assurance of nursing
and midwifery education

Date standards met*:*	
Revised outcome:	

Standard 10: Length of programme

Article 31(6-7) of EU Directive 2005/36/EC now describes the length of midwifery programmes in years, months and hours.

The length of a pre-registration midwifery programme of education should be no less than three years (equivalent to 156 weeks full time) and each year shall contain 45 programmed weeks.

Three year direct entry programme – 4,600 hours (minimum requirement)

Where the student is already registered with the NMC as a nurse level one (adult), the length of the pre-registration midwifery programme of education shall not be less than 18 months (equivalent to 78 weeks full time).

Eighteen month midwifery programme (following qualification as an adult nurse) – 3,000 hours (minimum requirement).

What we found:	
Unchanged since programme approval in June 2012.	
Outcome:	Standard met
Date standards met*:*	
Revised outcome:	

Protecting the public through
quality assurance of nursing
and midwifery education

Standard 11: Student support
Midwife teachers and midwife mentors must meet the NMC's standards to support learning and assessment in practice.
What we found:
Documentary evidence and assurance is provided by the midwifery education team and PLPs that there's a clear strategy for transfer arrangements and preparation of midwives for the implementation of the SSSA. All existing pre-registration midwifery students will transfer to the SSSA in September 2019. Documentary evidence and confirmation during the teleconference confirmed that there has been engagement with, and consent by student midwives for the implementation of the SSSA. There are locally agreed plans between the CU and PLPs for the preparation and ongoing support for the new roles of practice supervisor, practice assessor and academic assessor. Documentary evidence outlines the transition arrangements for implementation of the SSSA with clear guidelines for the preparation, support and monitoring of new roles. There are agreed plans for the preparation of current mentors to practice supervisors and practice assessors. Preparation of academic staff to undertake the role of academic assessors has also been outlined. The documentation confirms that practice assessors and academic assessors must have due regard. Academic assessors will only be midwifery staff employed by the university in a substantive post who have undergone preparation to be an academic assessor provided by CU. The allocation of the academic assessor to each student will be recorded by the module leader and course director to ensure the academic assessor will not be allocated to a student for consecutive parts of the programme. Academic assessors will attend a one and a half hour workshop and review a training presentation which reiterates the importance of using evidence to make decisions about a student's conduct, proficiency, achievements and make recommendations for student progression. They will also complete a self-assessment and self-declaration template against the NMC minimum standards set out in the SSSA R10.2 (NMC, 2018). Preparation session plans have been developed to update current midwives, midwife mentors and educators in preparation for implementation of the SSSA. A guidance

handbook for midwives clearly explains the roles of practice supervisor, practice assessor and academic assessor. Roles are also clearly outlined in student facing documents. All practice assessors will complete an annual self-assessment and self-declaration regarding their role and their associated skills and knowledge. This self-assessment includes the opportunity to create a personalised action plan for development which can be discussed at the midwife's personal development review (PDR).

A process for transferring existing mentors to the practice supervisor and practice assessor roles by undertaking appropriate preparation has been developed. Current mentors will be provided with a half day preparation session to transfer to the roles of practice supervisor and practice assessor. New midwifery staff will be provided with two days of preparation for the role of practice assessor.

Pre-registration midwifery students will be provided with a preparation session about the practice supervisor role within the final year/part of the pre-registration midwifery programmes. This will prepare them to undertake the role of practice supervisor after qualification as a midwife and following completion of a preceptorship programme.

Students will be supported by a nominated person in practice learning areas who will allocate practice supervisors. Practice supervisors will contribute to the student's record of achievement by documenting in the student clinical logbook or PAD. The practice assessor is responsible for reviewing feedback within the student's PAD and confirming student achievement. Practice assessors will work in partnership with practice supervisors and academic assessors to collate and confirm student progression. Documentary evidence confirms that students are aware that practice supervisors can be other registered healthcare professionals.

Documentary evidence confirms that PLPs will keep a database of suitably prepared practice assessors. PLPs will continue to record compliance with midwives' revalidation, appraisal and other mandated training and this will be reported via the practice education quality group meetings.

There is evidence to suggest that a clear strategy has been developed for preparation of practice learning teams to support the transfer to the SSSA for the BSc (Hons) midwifery programmes. It is evident that planning, preparation and support for the roles will meet the SSSA requirements.

Mechanisms are in place to enable students to raise concerns in practice learning. These mechanisms are unchanged from the programme approval in June 2012.

Outcome:	Standard met

Protecting the public through
quality assurance of nursing
and midwifery education

Date standards met*:*	
Revised outcome:	

Standard 12: Balance between clinical practice and theory	
Since September 2008, the practice to theory ratio of each programme is required to be no less than 50 percent practice and no less than 40 percent theory.	
What we found:	
Unchanged since programme approval in June 2012.	
Outcome:	Standard met
Date standards met*:*	
Revised outcome:	

Standard 13: Scope of practice experience
Where the opportunity is available, students should be involved in supporting women birthing in a variety of settings.
Student midwives must be involved in the care of a small group of women throughout their childbirth experience, including antenatal, intrapartum and postnatal care.

What we found:
The implementation of the SSSA will not change the scope of practice learning experiences for student midwives. Student midwives continue to be exposed to a variety of practice learning experiences, including the opportunity for caseloading.

Outcome:	Standard met
Date standards met*:*	
Revised outcome:	

Standard 14: Supernumerary status during clinical placement
Students undertaking pre-registration midwifery education programmes cannot be employed to provide midwifery care during their training – all clinical experience should be education-led with students having supernumerary status for the duration.

What we found:
Unchanged since programme approval in June 2012.

Outcome:	Standard met
Date standards met*:*	
Revised outcome:	

Standard 15: Assessment strategy

Clinical practice must be graded and be counted as part of the academic award.

All outcomes within a progression point period (for example an academic year) have to be achieved and confirmed within 12 weeks of entering the next academic level. All assessments must be completed and have been passed prior to successful completion of the programme.

A student midwife shall achieve these standards under the supervision of a sign-off mentor.

What we found:

There is no change to the grading of practice or timelines within the assessment strategy.

Documentary evidence and the teleconference confirms that the PADs have been updated to outline the roles and responsibilities of the practice learning team (practice supervisors, practice assessors and academic assessors). There is clear guidance about their individual contributions to the assessment and progression of students in accordance with the SSSA.

It is clear that the academic assessor will liaise closely with the practice assessor to evaluate students' performance to make recommendations for their progression in each part of the programme.

The structure of the approved pre-registration midwifery programmes is not affected by the implementation of the SSSA therefore progression points are unchanged. The process of grading midwifery practice in the modified PAD has not been changed. The PAD has been amended to include sections for feedback notes from practice supervisors to facilitate the practice assessor's assessment of students.

The communication between the practice supervisors, practice assessor and academic assessor is recorded in the PAD and will enable the summative assessment of students in practice learning. The academic assessor will work in partnership with the practice assessor. Practice supervisors will not simultaneously be practice assessors for a student. Students will be allocated a different academic assessor for each part of the programme.

Practice assessors will inform the academic assessor if the student is having difficulties in practice and they will be involved in the production of a student developmental action plan. There are action plan templates to support students failing to achieve the requirements for progression. Practice supervisors and practice

assessors are made aware of guidance to raise concerns about students' performance, if necessary.

Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 16: Ongoing record of achievement
An ongoing record of achievement, including comments from mentors, must be passed from one placement to the next to enable judgements to be made on the student's progress.
What we found:
It is clear that information documented by the practice supervisor in the clinical logbook informs the practice assessor's evaluation and consideration of a student's ongoing achievement. The ongoing record of achievement (ORA) provides the practice learning team with information regarding the practice assessors assessment of the student from previous practice learning areas. There is documentary evidence that the ORA has been modified to align with the SSSA.

Outcome:	Standard met

Date standards met*:*	
Revised outcome:	

Achieving the NMC standards
Standard 17: Competencies required to achieve the NMC standards
Students need to be proficient in all standards by the end of their training in order to practise safely and effectively as a midwife without the need for direct supervision. A student must demonstrate competence in these standards to enter the register as a midwife.

What we found:	
Unchanged since programme approval in June 2012.	
Outcome:	Standard met
Date standards met*:*	
Revised outcome:	

[**NMC Circular 03/2011**](#)
Resources to support programme intentions
Programme providers must provide evidence at programme approval that resources are currently available to support programme intentions.

What we found:
There are robust mechanisms and resources to support student learning in practice to meet implementation of the SSSA. The midwifery education team informed us that there are suitable systems, processes and staff resources within CU and PLP organisations to ensure safe and effective coordination and support of practice learning through the implementation of the SSSA. Evidence in the professional advisory group (PAG) meeting minutes confirms practice learning support and resources to support the implementation of the SSSA.

Outcome:	Standard met
Date standards met*:	
Revised outcome:	

Evidence and references list
NMC programme approval report: CU BSC (Hons) midwifery three-year programme, 29 June 2013
NMC programme approval report: CU BSC (Hons) midwifery 18 month shortened programme, 29 June 2013
CU BSc (Hons) midwifery mapping tool modification SSSA, 1 July 2019
CU BSc (Hons) midwifery record of major modification teleconference, 16 July 2019
CU NMC education framework task and finish group terms of reference, 15 November 2018
CU NMC education framework task and finish group membership, 11 January 2019
CU NMC education framework task and finish group meeting minutes, 5 November 2018, 25 January 2019, 22 February 2019

CU NMC education framework task and finish group action log, February 2019

CU midwifery professional advisory group terms of reference, January 2019

CU midwifery professional advisory group meeting minutes, 5 December 2018,
30 January 2019

CU NMC transition of course to SSSA, undated

CU introduction to SSSA sessions for students, undated

CU NMC course implementation action plans for the SSSA, undated

CU SSSA newsletter, February 2019

CU NMC new standards raising awareness presentation, undated

CU SSSA flowchart for coordination of student learning in practice, undated

CU partnership group meeting minutes, 19 October 2018

CU roles and responsibilities of practice supervisor, practice assessor and academic assessor, undated

CU preparation for academic assessor, undated

CU preparation for practice supervisor and practice assessor roles workshop plan, undated

CU presentation for the practice assessor role, undated

CU scheme of work for preparation of practice assessor, undated

SWFT, GEH, UHCW and UHCW Rugby mentor update workshop dates, 2019

CU practice education governance document, March 2019

CU student handbook SSSA information for students in practice undertaking NMC approved courses, undated

CU organisation roles and responsibilities for implementation of SSSA, March 2019

CU BSc (Hons) midwifery caseload logbook, June 2019

CU BSc (Hons) midwifery programme, programme specifications, March 2019

CU BSc (Hons) midwifery logbook programme, March 2018

CU BSc (Hons) midwifery logbook, March 2019

CU BSc (Hons) midwifery ORA, March 2019

CU academic assessor summary of feedback, undated

Personnel supporting programme approval

Members of Approval Panel

Not applicable - Desktop review

Programme Presenters

The QA visitor had a teleconference on 16 July 2019 with:

CU LME

CU interim associate dean, quality and accreditation

CU placements manager

CU head of school, nursing, midwifery and health

CU interim associate head of school for quality and accreditation

CU senior lecturer in midwifery; course director BSc (Hons) midwifery (three year), BSc (Hons) midwifery (shortened) programmes

Were any service providers visited?

Not applicable - Desktop review

Meetings with others

Mentors / sign-off mentors	
Practice teachers	
Service users / Carers	
Practice Education Facilitator	
Director / manager nursing	
Director / manager midwifery	
Education commissioners or equivalent	
Designated Medical Practitioners	
Other (please specify)	

If there were no representatives present during the approval event please state why:

Not applicable - Desktop review

Meetings with students					
Nursing					
Adult		Year 1	Year 2	Year 3	Year 4
Mental Health		Year 1	Year 2	Year 3	Year 4
Children's		Year 1	Year 2	Year 3	Year 4
Learning Disabilities		Year 1	Year 2	Year 3	Year 4
Midwifery (3 year)		Year 1	Year 2	Year 3	
Midwifery (18 month)		Year 1	Year 2		
SCPHN		HV	SN	OH	FHN	RPHN
Learning and Assessment in Practice		Mentor	Practice Teacher	Teacher
Nurse Prescribing		V100	V150	V300
Specialist Practice		Adult	Mental Health	Children's
		Learning Disability	General Practice Nursing	Community Mental Health Nursing

		Community Learning Disabilities Nursing	Community Children's Nursing	District Nursing

Additional evidence viewed

No additional evidence was viewed.

Mott MacDonald Group Disclaimer

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

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Author:	Sheila Brown	Date:	18 Aug 2019
Checked by:	Judith Porch	Date:	08 Sep 2019
Approved by:	Leeann Greer	Date:	11 Sep 2019