

**Programme Audit/Major Modification report**

<b>Programme provider:</b>	University of West London
<b>In partnership with:</b> (Associated practice placement providers involved in the delivery of the programme)	Royal Berkshire Hospital NHS Foundation Trust Frimley Health NHS Foundation Trust Hampshire Hospitals NHS Foundation Trust Ashford and St Peters NHS Foundation Trust Chelsea and Westminster NHS Foundation Trust London North West Healthcare Trust Hillingdon Hospitals NHS Trust Imperial College Healthcare NHS Trust
<b>Date of review:</b>	23 Jul 2019
<b>Type of Modification</b>	Visit
<b>Provision reviewed:</b>	Registered Midwife - 36M
<b>Title of current programme:</b>	BSc (Hons) Pre-registration Midwifery (three year)
<b>Title of modified programme if changed:</b>	BSc (Hons) pre-registration midwifery (three-year) (midwifery degree apprenticeship)
<b>Academic level of current programme:</b>	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
<b>Academic level of modified programme if changed:</b>	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11

<b>Reviewer:</b>	Mrs Janette Bowyer

Outcome of Approval Panel Meeting	
<b>Outcome:</b>	Recommended for approval with recommendations
<b>Conditions and NMC standard(s)/requirement(s) they relate to:</b>	<p><b>Resources</b> None identified</p> <p><b>Admission and progression</b> None identified</p> <p><b>Practice learning</b> None identified</p> <p><b>Fitness for practice</b> None identified</p> <p><b>Quality assurance</b> None identified</p>
<b>Date conditions to be met:</b>	
<b>Recommendations and NMC standard(s)/requirement(s) they relate to:</b>  <b>Note: recommendations will be assessed through the AEI annual self-assessment report</b>	<p>Recommendation one: To strengthen the service user and carer involvement in programme delivery and assessment in midwifery. (Standard two)</p>
<b>Date conditions met:</b>	
<b>Programme start date:</b>	15 Sep 2019

## Summary

### Summary of modification request

The University of West London (UWL), college of nursing, midwifery and healthcare (the college) is approved to deliver a BSc (Hons) midwifery three-year programme and a BSc (Hons) midwifery (shortened) programme against the Standards for pre-registration midwifery education (NMC, 2009).

The pre-registration midwifery programmes are delivered on two campuses: Brentford, West London and Reading, Berkshire.

The pre-registration midwifery programmes were approved in July 2013 in line with the Standards for pre-registration midwifery education (NMC, 2009) and the Standards to support learning and assessment in practice (SLAiP) (NMC, 2008). Since 2013, there have been some major and minor modifications to the programmes approved by the NMC, which includes the transfer of the current midwifery programmes from the SLAiP (NMC, 2008) to the Standards of student supervision and assessment (SSSA) (NMC, 2018).

This major modification is to the BSc (Hons) midwifery three-year programme to approve a midwifery degree apprenticeship (MDA) route. In line with the existing three-year pre-registration midwifery programme, the UWL propose to have two MDA cohorts per year, in September and April.

The proposed modification is in response to the Health Education England (HEE) drive to develop apprenticeship routes to widen participation into pre-registration midwifery education. As a member of the MDA trailblazer group, UWL has been chosen as one of four pilot sites to provide a MDA route. As demand is anticipated to be small, apprentices will join the students on the three-year pre-registration midwifery programme. There is a mapping document which illustrates how the Institute for apprenticeship and technical education standard for midwife degree apprenticeship (MDA) standard will be met.

UWL has a definitive agreement with existing practice learning providers (PLPs) to work in partnership to provide the MDA route. There is support for the MDA route from these PLPs/employers, who are in the process of completing the necessary procurement processes to employ apprentices. These include: Chelsea & Westminster Hospital NHS Trust; Women's & Children's London North West Healthcare NHS Trust; Imperial College Healthcare NHS Trust; Frimley Health NHS Foundation Trust; and Ashford and St Peters NHS Trust.

The major modification is recommended to the NMC for approval. There is one recommendation.

## **Feedback from key stakeholders**

### **Presenting Team**

The LME and course leader gave a PowerPoint presentation to provide an overview of the MDA route. The presenting team provided a clear rationale for the development of the MDA route in line with the current three-year pre-registration midwifery programme. The MDA students will be fully integrated within the student group. The presenting team understand the additional requirements of the MDA and the role of the apprenticeship support link tutor (ASLT) has been established.

The ASLT has a key role in monitoring the MDA's learning and progress through regular workplace reviews with the MDA, practice supervisor and practice assessor. The MDA would also have additional tutorial support. The partnership working with PLPs and potential MDA employers is clearly evident. The development of the MDA route is in line with the strategic direction of the college, although it is acknowledged that MDA numbers would initially be small. There is also an opportunity to share apprenticeship experience with the wider university.

### **Mentors, sign-off mentors, practice teachers and employers**

Employers demonstrated a strong commitment to the MDA route and confirmed that they are satisfied with the proposed programme model. Employers perceive apprenticeships as an opportunity to develop staff and invest in their workforce. Some employers are in the process of completing procurement arrangements to employ MDAs. The number they are likely to support is very small. They understand that the apprenticeship model adopted means MDAs will only be in their place of work for two weeks per year, due to annual leave in the remaining 'employment' weeks.

Employers intend to provide practice learning placements outside the MDA's current or previous workplace area in order to avoid role conflict. They confirmed the supernumerary status of MDA students in practice learning areas.

Employers/PLPs confirmed that there is an identified organisational apprenticeship lead and/or dedicated practice education facilitator (or equivalent) for apprentices in all participating trusts and sufficient staff resources to support the MDA route in practice learning environments. There is an established network for communication between the PLPs and the university, in particular the LME and link lecturers are valued highly by PLPs. Employers understand their responsibility in assuring the readiness of MDAs for the end point assessment (EPA) and will strongly encourage the newly registered midwives to complete the EPA within the three-month period.

## **Students**

We met student midwives from all three years of the current pre-registration midwifery programme. Students are very satisfied with the learning, teaching and assessment within the pre-registration midwifery programme. They particularly like the team approach to teaching in year two of the programme. Students said that academic support is readily available from the midwifery team, and in particular, the academic support librarian. There is plenty of opportunities for formative assessment and feedback. Students feel well prepared for practice learning placements and the support provided by practice supervisors and practice assessors is rated positively. There are established mechanisms in place for student feedback and evaluation, including a student representative system. Students told us that the placement evaluation must be completed before their log of hours worked can be submitted online.

Students provided positive examples of debriefing and support in practice learning areas following a serious incident and/or obstetric emergencies. Some students have also been invited to join service user groups in practice. However, the students gave very few examples of service user involvement in programme delivery and assessment at UWL. (Recommendation one)

Students demonstrated a positive culture and professional ethos. They are very positive about the development of an MDA route. They all unanimously stated that student finance is the biggest pressure and the area that they would most like to change. They felt that a mixed group of students and MDAs would work well.

## **Service users and carers**

The service users and carers told us that the college has a public involvement steering group, in which they have been involved. They shared examples of their involvement in teaching on nursing programmes. One service user reported that she had recently been invited to share her own experiences of having children with learning disabilities, and student midwives positively evaluated the session. Service users and carers are prepared for their role and receive feedback following a teaching session. The lecturer in nursing and public involvement is seen as a key contact and coordinator. The panel did not meet any service users with recent maternity experience (Recommendation one).

Service users and carers are actively involved in nursing and midwifery recruitment and selection. They receive adequate preparation prior to this involvement including completing equality and diversity training.

**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**

None identified

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

We found limited evidence of service user and carers involvement in programme delivery and assessment in midwifery at UWL. This is a potential risk to the student learning experience, which could be further enriched by public involvement beyond the practice learning setting. (Recommendation one)

Recommendation one: To strengthen the service user and carer involvement in programme delivery and assessment in midwifery. (Standard two)

**Any other risks to public protection**

None identified

**Areas for future monitoring**

- Service user/carer involvement in programme delivery and assessment
- Midwifery academic team resources to support the roles of academic assessors and ASLT

**Outcome recommendation**

The modification is recommended to the NMC for approval. There is one recommendation.

### 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:

The Lead Midwife for Education (LME) is a practising midwife with a recorded midwifery teaching qualification. The LME is on the NMC website. The course leader for the three-year pre-registration midwifery programme, which includes the MDA route is also a practising midwife with a recorded midwifery teaching qualification. There are no changes to this standard as a result of this major modification.

<b>Outcome:</b>	Standard met
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<b>Date standards met:</b>	
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<b>Revised outcome:</b>	
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<b>Standard 2: Development, delivery and management of midwifery education programmes</b>	
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.	
<b>What we found:</b>	
<p>The LME has led the development of the modification to introduce an MDA route to the approved pre-registration midwifery programme and is a member of the curriculum steering group. There has been consultation with all stakeholders, including involvement of employers and PLPs. The LME works at a strategic and operational level within the college leading the development, delivery and management of midwifery education programmes. Apprentice contract meetings are already in place to support collaborative working and quality monitoring and the MDA route will be included in these meetings.</p> <p>We met service users and carers who told us that the college has a public involvement steering group, in which they have been involved. They shared examples of their involvement in teaching on nursing programmes. One service user reported that she had recently been invited to share her own experiences of having children with learning disabilities, and student midwives positively evaluated the session. Service users and carers are prepared for their role and receive feedback following a teaching session. The lecturer in nursing and public involvement is seen as a key contact and coordinator. We did not meet any service users with recent maternity experience. We found limited evidence of service user and carers involvement in programme delivery and assessment in midwifery at UWL. (Recommendation one)</p>	
<b>Outcome:</b>	Standard met

<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Standard 3: Signing the supporting declaration of good health and good character</b>	
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.	
<b>What we found:</b>	
The standard is unchanged since the original approval in July 2013.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Standards for admission to, and continued participation in, pre-registration midwifery programmes</b>
<b>Age of entry</b>
<b>St. 4</b>
<b>General requirements</b>
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:**

The programme documentation provides clear and sufficient information with regard to the MDA route to allow an applicant/apprentice to make an informed choice. Employers will screen MDA applications using the existing UWL entry requirements prior to proceeding through the formal selection process. An employer representative will be actively involved in the selection process of all MDA candidates. Where the employer and UWL agree the offer, the applicant will be screened for eligibility according to the Education and Skills Funding Agency rules and to ensure they meet the requirements for the apprenticeship standard. This includes evidence of literacy and numeracy. The MDA, employer and UWL will be required to sign a tripartite 'commitment statement' setting out the terms and conditions of the apprenticeship. The MDA will be employed as a health care assistant or equivalent on a full-time basis. Employers confirmed their involvement in the selection process and told us that they have agreed a standard pay scale for all nursing and midwifery apprentices across the region.

Service users and carers, who have undertaken equality and diversity training and preparation, are involved in student recruitment and selection. They are prepared for the role, including completing equality and diversity training.

In line with the approved pre-registration midwifery programme, all admission offers are subject to a satisfactory enhanced disclosure and barring service (DBS) check; completion of an occupational health questionnaire and clearance, encompassing exposure prone procedures; a satisfactory character reference from a suitable referee. In the case of MDAs, the employer will undertake and fund these character and health checks. UWL will require written notification from the employer (MDA line manager) to confirm that the checks have been completed and are satisfactory prior to commencing practice placement.

Students and MDAs are also required to confirm good health and good character at the beginning of year two and three and at the end of the three-year programme, which is the gateway for apprentices. There is a clear process in place with employers/PLPs for the reporting of any concerns raised about a MDA and/or the potential risk to the safety of service users.

Employers told us that there are well established communication networks for the sharing of information with the midwifery academic team. UWL has a fitness to practise policy and procedure in place, which will be followed if issues of poor practice arise in the university or during practice learning. The employers told us that

they will investigate concerns with the university and share any outcomes in relation to any disciplinary action and/or invoke fitness to practise policies, as required.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Standard 5: Interruptions to pre-registration midwifery education programmes</b>	
<p>Programme providers must ensure that they have in place processes to manage interruptions to the study of programmes for whatever reason.</p> <p>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.</p>	
<b>What we found:</b>	
<p>There is an established process for managing interruptions to the existing pre-registration midwifery programme and interruptions for MDAs will be managed in a similar way, with the involvement of the employer. Arrangements for MDAs progression are made explicit within the programme documentation.</p>	
<b>Outcome:</b>	Standard met

<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Standard 6: Admission with advanced standing</b>	
<p>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.</p> <p>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.</p>	
<b>What we found:</b>	
The standard is unchanged since the original approval in July 2013.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Standard 7: Transfer between approved educational institutions</b>	
It is the responsibility of AEIs to decide whether or not to accept an application for transfer.	
<b>What we found:</b>	

The standard is unchanged since the original approval in July 2013.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Standard 8: Stepping off and stepping on to pre-registration midwifery education programmes</b>	
Students can 'step off' a pre-registration midwifery programme of education.	
<b>What we found:</b>	
The standard is unchanged since the original approval in July 2013.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Standards for the structure and nature of pre-registration midwifery programmes</b>	
<b>Standard 9: Academic standard of programme</b>	

<p>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).</p> <p>Scotland – 360 academic credits, 60 of which must be at level nine.</p> <p>England, Wales and Northern Ireland – 300 academic credits, 60 of which must be at level H.</p>	
<b>What we found:</b>	
The standard is unchanged since the original approval in July 2013.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Standard 10: Length of programme</b>
<p>Article 31(6-7) of EU Directive 2005/36/EC now describes the length of midwifery programmes in years, months and hours.</p> <p>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.</p> <p>Three year direct entry programme – 4,600 hours (minimum requirement)</p> <p>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).</p> <p>Eighteen month midwifery programme (following qualification as an adult nurse) – 3,000 hours (minimum requirement).</p>



<b>What we found:</b>	
<p>The BSc (Hons) Midwifery programme is three years and 4600 hours in length. For the MDA route, the programme length is the same although there is an additional three-month period after the end of the programme for further preparation for, and completion of the EPA. Each year the apprentice must complete 787.5 practice hours to meet the progression requirements. The working week does not exceed the EU working time directive and the total number of practice placement hours over three years is more than 2300 hours.</p>	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Standard 11: Student support</b>
<p>Midwife teachers and midwife mentors must meet the NMC's standards to support learning and assessment in practice.</p>
<b>What we found:</b>
<p>MDA students will be supported in practice in line with the SSSA (NMC, 2018). The preparation, role and responsibilities of practice supervisors and practice assessors meet NMC requirements. In accordance with the SSSA R6.1, MDAs will be assigned a different nominated academic assessor from the midwifery academic team for each part of the programme. Progress and actions will be documented via the midwifery pan-London practice assessment document (MPLPAD).</p> <p>The programme team, employers and midwives told us that there are sufficient staff resources to support the MDA route and provide supervision and assessment in accordance with the SSSA (NMC, 2018). MDAs will be part of the pre-registration midwifery student community and the majority of the student support mechanisms will be the same. Practice placements and assessment of competence will not be</p>

undertaken in the MDA's current or previous workplace area and hence there is no conflict of interest for apprentices, practice supervisors and/or practice assessors.

There is an ASLT who will maintain oversight of the MDA's learning, progress and support effective lines of communication between the apprentice, employer and the university. The ASLT will support the learning and assessment process and undertake a workplace review with the MDA, practice assessor and employer six to eight weeks following commencement and every 10 weeks thereafter.

Progress and actions will be documented via the MPLPAD and recorded in an online portfolio and individual learning plan (via CampusPress).

The programme team, employers and midwives told us that there are sufficient staff resources to support the MDA route and provide supervision and assessment in accordance with the SSSA (NMC, 2018). MDA students will be part of the pre-registration midwifery student community and the majority of the student support mechanisms will be the same. Practice learning placements and assessment of competence will not be undertaken in the MDA's current or previous workplace area and hence there is no conflict of interest for MDAs, practice supervisors and/or practice assessors. There is also clear differentiation between the role of the ASLT and the academic assessor. The programme team confirmed that these roles would be undertaken by different members of the midwifery academic team in order to ensure that the requirements of the SSSA are clearly met.

<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

**Standard 12: Balance between clinical practice and theory**

<p>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.</p>	
<p><b>What we found:</b></p>	
<p>MDAs and students will work the same number of practice learning hours to ensure that the NMC requirements are met. Theory days will be made up to 7.5 hours through tutorial sessions for MDAs. If the MDA misses any theory or practice time, this will need to be made up and planned with the employer, ASLT and personal tutor. Practice learning hours are recorded in the MPLPAD and the UWL practice education support unit (PESU) will use the existing electronic time management system to record the MDA's practice learning hours. Attendance in theory is recorded via the UWL electronic student monitoring system. There is support from employers in the design of the MDA route, which mirrors the existing three-year pre-registration midwifery programme.</p>	
<p><b>Outcome:</b></p>	<p>Standard met</p>
<p> </p>	
<p><b>Date standards met:</b></p>	<p> </p>
<p><b>Revised outcome:</b></p>	<p> </p>
<p> </p>	

<p><b>Standard 13: Scope of practice experience</b></p>	
<p>Where the opportunity is available, students should be involved in supporting women birthing in a variety of settings.</p> <p>Student midwives must be involved in the care of a small group of women throughout their childbirth experience, including antenatal, intrapartum and postnatal care.</p>	
<p><b>What we found:</b></p>	
<p>The scope of practice experience remains the same as for existing pre-registration student midwives. There are only two 'employment' weeks per year and during this</p>	

time, MDAs may need to make up any missed practice learning time. Annual leave will need to be negotiated with the employer during the remaining seven 'employment' weeks. Practice learning experiences are recorded in the MPLPAD.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Standard 14: Supernumerary status during clinical placement</b>	
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.	
<b>What we found:</b>	
MDAs will have supernumerary status during all practice learning placements, which equates to more than 2300 practice hours. Employers provided assurance that supernumerary status is protected, and students confirmed this. The practice learning experience and MPLPAD is monitored to ensure practice learning time is protected.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Standard 15: Assessment strategy</b>	
<p>Clinical practice must be graded and be counted as part of the academic award.</p> <p>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.</p> <p>A student midwife shall achieve these standards under the supervision of a sign-off mentor.</p>	
<b>What we found:</b>	
<p>The programme assessment strategy is the same as the approved programme, as the MDA EPA is non-integrated. The knowledge, skills and behaviours relevant to the elements of the EPA and formative preparation for the EPA is included within the programme. Simulated practice will enable MDAs to develop key skills and behaviours necessary for evidence-based assessment, planning, implementing and evaluating midwifery care. During each simulated case study, a professional discussion is part of the learning activity and in year three of the programme, there is a summative scenario based oral examination. Areas for development will be discussed with the ASLT and recorded as part of the apprentices learning development plan. Once MDAs have reached the gateway, there is a further three-month period for EPA preparation. Employers are aware of their role in assuring MDAs readiness for the EPA and there are sufficient practice supervisors and practice assessors to support the MDA route.</p> <p>Systems are in place to ensure the progress of the MDA is shared. Reports will be sent to the employers including attendance and assessment and award details following assessment boards. The programme team and employers are aware that the EPA is not an NMC requirement therefore MDAs successfully completing the three-year BSc (Hons) pre-registration midwifery programme can apply for registration as a midwife.</p>	
<b>Outcome:</b>	Standard met

<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Standard 16: Ongoing record of achievement</b>	
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.	
<b>What we found:</b>	
MDAs will complete the Pan London midwifery ongoing record of achievement, which incorporates the SSSA. There are no changes to this standard as a result of this major modification.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Achieving the NMC standards</b>
<b>Standard 17: Competencies required to achieve the NMC standards</b>

<p>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.</p>	
<p><b>What we found:</b></p>	
<p>The assessment of student's proficiency and competence, EU directives and essential skills clusters (ESCs) are all recorded in the MPLPAD. These aspects of the programme are not changing, as the programme is still mapped against the Standards for pre-registration midwifery education (NMC, 2009).</p>	
<p><b>Outcome:</b></p>	<p>Standard met</p>
<p> </p>	
<p><b>Date standards met:</b></p>	<p> </p>
<p><b>Revised outcome:</b></p>	<p> </p>
<p> </p>	

<p><a href="#"><u>NMC Circular 03/2011</u></a></p>
<p><b>Resources to support programme intentions</b></p> <p>Programme providers must provide evidence at programme approval that resources are currently available to support programme intentions.</p>
<p><b>What we found:</b></p> <p>Initially, the number of MDAs is likely to be very small and within the existing student numbers. The LME confirms that there are sufficient midwifery lecturers to fulfil the additional roles of academic assessor and ASLT and midwifery academic staff have been prepared for these roles. However, the midwifery academic team resources to support these two distinct roles is worthy of future monitoring, especially if MDA numbers increase.</p> <p>We were told that UWL has recently extended the degree apprenticeship team within the college and any staff development needs will be met. There is an identified</p>

organisational apprenticeship lead and/or dedicated practice education facilitator for apprentices in all participating trusts and sufficient staff resources to support the MDA route in practice.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Evidence and references list</b>
Institute for apprenticeships & technical education, midwife degree apprenticeship (MDA) standard, accessed 25 June 2019
Institute for apprenticeships EPA plan for the MDA standard at level 6, accessed 25 June 2019
NMC letter regarding programme length, 16 April 2019
UWL course design and development report, MDA, 13 June 2019
UWL BSc (Hons) midwifery and MDA course planner, 2019-20
UWL mapping of MDA to NMC standard 17 (2009) and BSc (Hons) midwifery (three year) curriculum, undated
UWL BSc (Hons) midwifery (three year) MDA course specification, July 2019
UWL BSc (Hons) midwifery (three year) MDA course handbook, 2019-20
UWL BSc (Hons) midwifery module specifications, June 2019
UWL (Pan London) midwifery ongoing achievement record incorporating SSSA, 2019
Midwifery Pan London PAD (MPAD) year one, year two, year three, 2019-20
UWL caseload guidelines, 2019



NMC register and published LME list, accessed 6 July 2019

NMC pre-registration midwifery programme approval report, 15 May 2013

NMC pre-registration midwifery programme approval letter, 17 July 2013

NMC pre-registration midwifery programme major modification report, 6 February 2015

NMC pre-registration midwifery programme major modification approval letter, 11 June 2015

NMC pre-registration midwifery (shortened) programme minor modification approval letter, 24 October 2018

CQC report, Berkshire healthcare NHS foundation trust, 2 October 2018

CQC report, The Berkshire independent hospital, Reading, 21 June 2019

UWL NMC self-assessment report, 2018-19

UWL response to audit trail, 15 July 2019

UWL presentation and meeting with programme development team, 23 July 2019

Meeting with senior managers/employers, 23 July 2019

Meeting with pre-registration midwifery students, 23 July 2019

Meeting with service users and carers, 23 July 2019

Meeting with representatives from PLPs, 23 July 2019

### Personnel supporting programme approval

#### Members of Approval Panel

Professor of the Creative Arts (Chair), UWL London College of Music

Course leader, Social Work, UWL School of Human and Social Sciences

Senior lecturer, HRM and Strategy, UWL The Claude Littner Business School

NMC QA Visitor

Academic Registry Advisor, UWL Academic Registry

Senior Quality Officer, UWL Quality Office

Quality administrator (Report Writer), UWL Quality Office

#### Programme Presenters

Associate Pro Vice-Chancellor and Dean of CNMHC, UWL

Deputy Dean, CNMH (London), UWL  
 Deputy Dean, CNMH (Berkshire), UWL  
 Director of Contracts and Workforce Development, UWL  
 Research and Enterprise Operations Manager, UWL  
 Lead Midwife for Education, CNMH, UWL  
 Course leader BSc (Hons) Midwifery (3 year), CNMH, UWL  
 Midwifery lecturer, CNMH, UWL  
 Recruitment and selection lead, CNMH, UWL  
 Senior administrative officer, CNMH, UWL  
 Head of student engagement and retention, UWL  
 Deputy Director of Nursing, Chelsea & Westminster Hospital NHS Trust  
 Clinical Placement Facilitator / Midwifery Education Lead, Imperial College  
 Healthcare NHS Trust  
 Lead Midwife Practice Development and Education, Frimley Health NHS Foundation  
 Trust  
 Divisional Lead for Women's Services, Women's & Children's London North West  
 Healthcare NHS Trust  
 Clinical Practice Educators, Ashford and St Peters NHS Trust

**Were any service providers visited?**

*Not applicable. This is an established AEI.*

**Meetings with others**

Mentors / sign-off mentors	5
Practice teachers	

Service users / Carers	3
Practice Education Facilitator	3
Director / manager nursing	1
Director / manager midwifery	2
Education commissioners or equivalent	
Designated Medical Practitioners	
Other (please specify)	

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

**Meetings with students**

<b>Nursing</b>					
<b>Adult</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Mental Health</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Children's</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Learning Disabilities</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Midwifery (3 year)</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	
		2	2	2	
<b>Midwifery (18)</b>		<b>Year 1</b>	<b>Year 2</b>		

month)						
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
<b>Additional evidence viewed</b>						
None.						

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**Issue record**

Author:	Janette Bowyer	Date:	27 Jul 2019
Checked by:	Judith Porch	Date:	13 Aug 2019
Approved by:	Helen Shapcott	Date:	15 Aug 2019