

Programme approval visit report

Section one

Programme provider name:	Oxford Brookes University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Oxford University Hospitals NHS Foundation Trust
Programme(s) reviewed:	
<p>Programme: Pre-registration Midwifery - Short course Title of programme: BSc (Hons) Midwifery Programme start date: 14 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p> <p>Programme: Pre-registration Midwifery Title of programme: BSc (Hons) Midwifery; MSc Midwifery Programme start date: 14 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p>	
Date of approval	21 April 2020
QA visitor(s):	Registrant Visitor: Nicola Clark Lay Visitor: Denise Baker

Section two

Summary of review and findings

Oxford Brookes University (OBU), school of nursing and midwifery is an established and experienced approved education institution (AEI). The AEI submitted for approval a full-time undergraduate three-year BSc (Hons) pre-registration midwifery programme, a full time three-year MSc pre-registration midwifery programme and a full time two year BSc (Hons) shortened pre-registration midwifery programme for registered nurses, all leading to professional registration as a midwife.

All three programmes have a proposed intake once every September. There are named exit awards on all three programmes for students who fail to complete the programme or meet the NMC (2019) Standards of proficiency for registered midwives. These exit awards do not confer eligibility to register as a midwife with the NMC.

Programmes are adopting the midwifery on-going record of achievement (MORA) for the assessment of practice. The MORA is the product of a collaborative development based on the established Pan London model. This has used regional stakeholder engagement including all lead midwives for education (LMEs) in England and Northern Ireland and is supported by Health Education England (HEE).

There's evidence of effective partnership between the AEI, students, practitioners, service users and carers (SUCs) at both operational and strategic level. Senior managers from practice learning partners (PLPs) agree to support practice learning opportunities and the Standards for student supervision and assessment (SSSA). There's evidence of collaboration between all stakeholders in the development of the midwifery programme. Students, PLPs and service user participation in curriculum design and development is evidenced and documentation for the programme indicates curriculum content, modes of delivery and practice experiences are designed to meet the SSSA and Standards for pre-registration midwifery programmes (SPRMP) (NMC, 2019). Service users, academic and practice staff and students participate in interviewing and selecting applicants for NMC programmes. The faculty and PLPs tell us any issues which arise from practice and external reviews are monitored through a systematic process and any risks to students practice learning are collaboratively managed. Educational audits of practice areas used for students learning are undertaken by the AEI in order to determine suitability.

Recognition of prior learning (RPL) is not available for pre-registration midwifery programmes and advanced standing through being a registered adult nurse only on the NMC professional register confers eligibility for the shortened programme.

This visit is conducted under current public health emergency conditions by remote means.

The Standards framework for nursing and midwifery education are not met at programme level (SFNME). The SSSA (NMC, 2018) are met at programme level.

The programmes are recommended to the NMC for approval subject to one NMC condition and one university condition. The AEI made one recommendation.

Updated 5 June 2020:

The AEI has submitted documentation to meet the conditions. The conditions are met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>Condition one: Confirm revision of the wording within the MORA to accurately reflect the roles of the practice assessor and the practice supervisor. (SFNME R2.1; SPRMP R2.1)</p> <p>Education governance: management and quality assurance:</p> <p>Condition two: To ensure clear differentiation in the documentation between the academic levels. (university condition)</p>

Date condition(s) to be met:	29 May 2020
Recommendations to enhance the programme delivery:	<p>Recommendation one: The university is advised to consider clearer illustration in the student-facing documentation of the distinctive learning pathways for students on each route (possibly including flowcharts or illustrative diagrams in the handbooks); and to consider providing a discrete handbook for the BSc (Hons) shortened programme in midwifery. (University recommendation)</p>
Focused areas for future monitoring:	None identified

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The AEI has submitted a revised MORA, which is confirmed as accurately reflecting the roles of practice supervisor and practice assessor.

For the university condition it is confirmed that module descriptors are amended to reflect learning outcomes and module aims and assessment descriptions are distinct for each academic level at which the module is offered.

All conditions are met.

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	5 June 2020

Section three

NMC Programme standards

Please refer to NMC standards reference points

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

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

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

Standards for student supervision and assessment (NMC, 2018)

The Code: Professional standards of practice and behaviour for nurses, midwives

and nursing associates (NMC, 2015 updated 2018)

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

QA Handbook (September 2018 updated July 2019)

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders

Please refer to the following NMC standards reference points for this section:
Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:

R1.12 Ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 Work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 All learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 Comply with NMC Standards for student supervision and assessment

R2.5 Adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 Ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 Ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 Have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 Have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 Receive constructive feedback throughout the programme from stakeholders

with experience of the programme to promote and encourage reflective learning
R3.18 Have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

R4.7 Liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 Receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 Share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 Curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 Curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 A range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

R1.4 There are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 Students are empowered to be proactive and to take responsibility for their learning

R1.8 Students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

R2.2 There is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:

R3.3 Support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 Have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

R7.9 Communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:

R9.6 Communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

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

Programme documentation provides evidence of partnership working between OBU and key stakeholders engaged in the co-production, co-delivery and evaluation of the programme. There is a LME in post who is registered with the NMC and a range of providers support the delivery of the programme. PLPs speak highly of their relationships with OBU. Documentary analysis and meetings with stakeholders at the approval visit demonstrates effective partnership between the AEI and all stakeholders. Students, SUCs and PLPs are engaged in the design of the new curricula and are able to say where their feedback is incorporated into the programmes. They tell us of their contribution to the development of the programme through curriculum stakeholder events and placement updates. The MORA evidences the involvement of service users, carers and students in feedback, supervision and assessment processes.

The programme team provide assurance of their commitment to robust partnership working with stakeholders in the development, delivery and evaluation of the programmes at both strategic and operational levels. Stakeholders include representative organisations, students, service users and clinical colleagues. Curriculum planning commenced following a periodic review in 2018 and involvement of all stakeholders is confirmed at the visit.

SUCs at the visit confirm their contribution to programme planning, delivery of theory sessions and involvement with student assessment. SUCs tell us they're valued and appreciated by the programme team and school and feel fully involved in co-production and on-going management of programmes and teaching sessions. They tell us they're briefed, supported and de-briefed by the programme team, receiving positive responses to all queries and feedback on the impact of their contribution. They receive appropriate training and development for their participation in this and actively look forward to engaging with the process. There are appropriate measures in place to support them and their children when they come onto campus to participate in recruitment and selection.

Student recruitment, selection and admissions processes are robust. Interviewing

and selection processes include SUCs and PLPs and students. All staff involved with decision making including SUCs undertake training in unconscious bias through an online programme. Students tell us they have an informal role in recruitment and selection in the form of question and answer sessions or campus tours and confirm they're not involved in decision making on selection.

There's evidence of inter-professional learning (IPL) appropriate to the programme and profession. This is evident in the programme documentation and is confirmed by the students and programme team at the visit. Students enjoy the range of opportunities offered to them to work alongside other professions or to be taught by experts in associated subjects. Students provide us with examples of IPL with other students undertaking social work, mental health nursing, paramedic and medical programmes which are highly valued. Opportunities for IPL within the practice learning setting is evidenced within the MORA documentation.

The SSSA is currently being implemented for all students on midwifery programmes at OBU following a successful major modification in 2019.

Programme documentation evidences the distinct roles of academic assessor, practice supervisor and practice assessor. In practice learning environments students will receive feedback from their practice supervisors and practice assessors at specific stages as identified within the MORA. Assessment and feedback process indicates it will take into account students' individual learning needs including reasonable adjustments and support needs. The link lecturer role is separate and undertaken by members of the programme teaching team who link with identified practice placement areas providing support to students and midwives and to undertake programme updates and education audits. Link lecturers provide an essential chain of communication between the university and practice environment. This role is in addition to those required of the SSSA.

Students are aware of who and how to communicate if they have any questions, problems or concerns. The overriding impression is of a strong community of practice in the Oxford region and the system works as a whole to lead to positive student learning experiences and outcomes. Practice partners are keen to employ OBU graduates and there's a sense that the midwifery programmes offers career progression or entry to the profession, thus meeting local workforce needs. A process to raise and escalate any concerns is in place for students and practice supervisors and practice assessors in practice learning environments. In addition, the programme team and PLPs describe collaborative reporting and management processes they can use to investigate serious untoward incidents. Both PLPs and students confirm their understanding of processes to use if difficulties are encountered and tell us they feel confident their particular circumstances are taken into account.

Students tell us they feel empowered and give us examples of how their feedback is listened to and acted upon. Students provide assurance there's opportunity to formally evaluate their experiences in practice and theory learning.

The programme team and PLPs at the visit confirm a practice placement map is developed for the full duration of the programmes to ensure students experience the whole range of maternity care. PLPs provide assurance student numbers are jointly agreed with the AEI. PLPs tell us they're able to provide sufficient quality practice learning opportunities for student support and supervision in practice in line with NMC standards. Students tell us they receive practice learning opportunities which enable them to experience the full range of maternity care as well as specialist learning experiences.

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

Met

Gateway 2: Standards for student supervision and assessment

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

Student journey through the programme

Standard 1: Selection, admission and progression

AEIs must:

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

AEIs together with practice learning partners must:

- 1.4 Ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
- 1.5 Confirm on entry to the programme that students:
 - 1.5.1 Enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document
 - 1.5.2 Demonstrate an understanding of the role and scope of practice of the midwife
 - 1.5.3 Demonstrate values in accordance with the Code
 - 1.5.4 Have capability to learn behaviours in accordance with the Code
 - 1.5.5 Have capability to develop numeracy skills required to meet programme outcomes
 - 1.5.6 Can demonstrate proficiency in English language
 - 1.5.7 Have capability in literacy to meet programme outcomes
 - 1.5.8 Have capability for digital and technological literacy to meet programme outcomes
- 1.6 Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet

programme outcomes

1.7 Ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC Guidance of health and character. This includes satisfactory occupational health assessments and criminal record checks

1.8 Ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully

1.9 Ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and

1.10 Ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult) and the programme complies with Article 40(1)(b) of Directive 2005/36/EC outlined in Annexe 1 of this document.

Note: Education institutions and their practice learning partners may propose to transfer current students onto the new programme to meet the Standards for pre-registration midwifery programmes. If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.

Proposed transfer of current students to the programme under review

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the Standards for pre-registration midwifery programmes (NMC, 2019).

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

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

Evidence provides assurance that the following requirements are met:

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

Yes

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

Yes

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

Yes

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

Yes

1.5.1 Enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document

Yes

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

Yes

1.5.3 Demonstrate values in accordance with the Code

Yes

1.5.4 Have capability to learn behaviours in accordance with the Code

Yes

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

Yes

1.5.6 Can demonstrate proficiency in English language

Yes

1.5.7 Have capability in literacy to meet programme outcomes

Yes

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

Yes

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

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

Met

R1.6 is met. OBU makes explicit entry requirements for literacy and numeracy that candidates have to pass as part of the interview process.

Numeracy is embedded throughout the midwifery programme in both theory and practice learning, increasing in complexity and is formatively and summatively tested each year.

Literacy, digital and technological literacy are mapped against proficiency standards and learning outcomes. Over the length of the programme students are required to submit work online using turnitin, an online marking and academic integrity resource and engage with online platforms such as Kahoot, Mentimeter and Nearpod.

We are assured by the programme team that applicants' ability to engage with digital media is appropriately assessed as part of recruitment and selection process either through the application itself or through engagement with digital media on the selection day.

In practice students are supported to use the digital records system at a partner Trust under direct supervision and students tell us they undertake group chats online

and access 'google hang-out' online platform for meetings with lecturers.

Evidence provides assurance that the following requirements are met:

1.7 Ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC Guidance of health and character. This includes satisfactory occupational health assessments and criminal record checks

Yes

1.8 Ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully

Yes

1.9 Ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and

Yes

1.10 Ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult) and the programme complies with Article 40(1)(b) of Directive 2005/36/EC outlined in Annexe 1 of this document.

Yes

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.

Documentary evidence and confirmation at the visit indicates current year one students of the three-year programmes only will transfer to the new programme. Existing year one modules on the current three-year programme are adjusted following a major modification event in 2019 to better align with the modules in year two of the proposed programme.

The programme team tell us shortened programme students and students in the current year two of the three-year programme will continue on the existing programmes, and therefore will not transfer to the proposed programmes for their final year of study.

Bespoke programmes of study will be developed by the LME and programme lead for those students on suspension of studies who are currently on and are returning to either year two or final year of the programme.

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

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

Documentary evidence states all students transferred to the SSSA in September 2019 and practice assessment documents are updated to reflect the new standards. There's a dedicated practice learning handbook which identifies and defines the new roles to support students in practice, including how they will operate. The roles and responsibilities are detailed throughout the MORA.

Current students tell us how they are consulted about these changes and their agreement sought. They understand the new practice assessment documentation and feel their former sign-off mentors are prepared for the new roles.

There's a plan of ongoing implementation of the SSSA and both practice and the university are working to familiarise staff with the MORA. Regular updates are taking place where changes are discussed and PLPs are keeping records locally of practice supervisors and practice assessors. Students are being allocated practice supervisors and practice assessors appropriately. The partnership standards implementation group (SIMG) continues to meet monthly to identify and develop processes and work streams which will support implementation of the SSSA in the new curriculum.

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

Yes

Outcome

Is the standard met?

Met

Date: 28 April 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 2: Curriculum

AEIs together with practice learning partners must:

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

2.2 Comply with the NMC Standards for student supervision and assessment

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

2.4 Involve women, partners, families and advocacy groups in the design,

development, delivery and evaluation of programmes

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

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

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

2.8 Design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies, and

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

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

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

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

Evidence provides assurance that the following requirements are met:

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

No

R2.1 is not met. The MORA document included in this programme approval visit is subject to the outcome of two conditions from a previous approval visit as the functions of practice assessor and practice supervisor are inaccurately represented. The programme team are required to confirm revision of wording within the MORA to accurately reflect the roles of the practice assessor and the practice supervisor.

(Condition one)

2.2 Comply with the NMC Standards for student supervision and assessment

Yes

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

Yes

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

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

Met

R2.4 is met. Documentary evidence and confirmation at the visit provides assurance that OBU involves women, partners and advocacy groups in the design, development, delivery and evaluation of programmes. SUCs confirm they feel involved and appreciated by the programme team and are listened to. Examples of teaching sessions regularly provided by SUCs and confirmed by students at the event include breastfeeding support, mental health issues and listening and communication skills. Advocacy groups such as the Oxfordshire breastfeeding support attend curriculum planning days and SUCs attend subject committee meetings and the annual review. A service user is involved in developing the MORA.

Evidence provides assurance that the following requirements are met:

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

N/A

This programme is only delivered in England.

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the

requirement below is met or not met.

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

Met

R2.6 is met. Programme documentation and the MORA evidence theory and practice learning are designed and delivered within the programme. The range of practice learning experiences cover antenatal, postnatal, labour ward and community settings. There are opportunities for specialist practice learning experiences including the day assessment unit, fetal medicine unit, newborn care unit, maternity assessment unit and silver star (tertiary service for women with very high-risk pregnancies). There are opportunities to access Oxfordshire breastfeeding support, infant massage, public health services and working within vulnerable groups. Students experience a range of practice learning opportunities and allocation of students to each environment is conducted fairly. Practice placements are organised on a hub and spoke model to ensure every student is exposed to the greatest breadth of midwifery practice. The PLP is a tertiary referral unit with four freestanding birth centres enabling student exposure to specialist and community-focused care. Students tell us their theoretical and practice learning experiences are varied and provide them with opportunities to achieve their programme outcomes.

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

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

Met

R2.7 is met. Programme documentation indicates technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment. This includes where clinical circumstances occur infrequently and a proficiency is required with the example of a simulated breech birth provided. In year one of the proposed three-year programmes students are introduced to skills to support their use of information technology, the library, research, self-assessment and reflection strategies.

Students confirm various IPL simulated learning experiences are available with students on other health care programmes, with an example of a day with paramedic students provided.

On practice placement students are supported with technologically enhanced practices which include commencing electronic fetal monitoring, interpretation of the cardiotocograph and recording vital signs using handheld and technological aids as appropriate. These elements are assessed within the MORA.

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

2.8 Design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies, and

Met

R2.8 is met. Documentary analysis evidences an equal balance of 50 percent theory and 50 percent practice. There are 2315 hours in practice and 2315 hours in theory for the BSc (Hons) and MSc long programmes and 1800 hours in practice and 1800 hours in theory for the BSc (Hons) shortened programme. These hours are organised into block weeks of theory and practice. Programme documentation demonstrates a blended teaching and learning strategy of lectures, small group seminars, problem-based learning, simulation, peer teaching, research-informed learning and independent study. The curriculum adopts a spiral approach, building and advancing upon existing knowledge. Theoretical content is organised into themes which are continuity of carer, international perspectives, resourceful and responsive, newborn and infant physical examination, breast feeding initiative, perinatal mental health, evidence, inter-professional working, communication and information giving and fertility issues. Included are Brookes graduate attributes (academic literacy, research literacy, critical self-awareness and personal literacy, information literacy and active citizenship). These span across all years of the programmes and reflect key aspects of midwifery practice.

Student midwives are largely taught as one cohort regardless of the route to qualification they undertake. Students report advantages to this approach and speak positively about different learning opportunities this brings for them. Students tell us learning alongside students studying at different academic levels permits different insights and facilitates critical thinking. Tutorial support for learning is tailored to both individual student and cohort needs and this is where the differentiation between learning needs and outcomes is achieved. Students studying at level seven receive additional sessions for critical reflection.

Students confirm they experience both theory and practice learning throughout the programme.

Evidence provides assurance that the following requirements are met:

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

Yes

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

Yes

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

Yes

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

No

The MORA document included in this programme approval visit is subject to the outcome of two conditions from a previous approval visit as the functions of practice assessor and practice supervisor are inaccurately represented. (Condition one)

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

Yes

Outcome

Is the standard met?

Not Met

The MORA document included in this programme approval visit is subject to the outcome of two conditions from a previous approval visit as the functions of practice assessor and practice supervisor are inaccurately represented.

Condition one: Confirm revision of the wording within the MORA to accurately reflect the roles of the practice assessor and the practice supervisor. (SFNME R2.1; SPRMP R2.1)

Date: 28 April 2020

Post Event Review

Identify how the condition is met:

Condition one: The AEI has submitted a revised MORA, which is confirmed as accurately reflecting the roles of practice supervisor and practice assessor.

Evidence:

OBU MORA context document, April 2020

OBU MORA revised, undated

Condition one is met.

Date condition(s) met: 5 June 2020

Revised outcome after condition(s) met:

Met

Condition one is met.

Standard 3: Practice learning

AEIs together with practice learning partners must:

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

3.2 Ensure students experience the role and scope of the midwife enabling them to

provide holistic care to women, newborn infants, partners and families

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

3.4 Provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants

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

3.6 Provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual

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

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

3.9 Ensure students are supernumerary

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

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

Met

R3.1 is met. OBU provides practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives which is confirmed at the visit. Student achievement of proficiencies is documented in the MORA. A context document for each programme details the arrangement of proficiencies in each part of the programme and monitoring and management student progression through the programme. The context document makes explicit that practice learning is not to be graded on all three programmes presented for approval.

Domains one to five of the Standards of proficiency for midwives (NMC, 2019) are mapped within programme documentation. The skills detailed in domain six are visible and evidenced within the MORA, demonstrating what must be met at the

point of registration as a midwife.

Programme documentation indicates the practice placement lead allocates student allocation/time in each placement area with the programme lead. This is determined for the full duration of the programme on which the student is enrolled.

PLPs confirm capacity to accommodate all midwifery students and appropriate learning opportunities are available. We are assured practice supervisors and practice assessors are allocated appropriately.

The programme team and PLPs tell us about the ways practice supervisors, practice assessors, academic assessors, link lecturers and clinical education facilitators collaborate to ensure practice learning opportunities allow students to engage with a diverse range of people. Students tell us they experience the full range of maternity practice placements required to meet programme requirements and say they feel supported to do so.

Practice placement audits are undertaken jointly between PLPs and the AEI, moving from two years to every three years following mutual agreement of the practice education group in January 2020.

PLPs confirm at the visit that if students are identified with additional requirements there is the facility to adjust the practice placement or move the student to one that is more appropriate. If there are concerns raised regarding a student there's a joint AEI and PLP policy in place to address concerns.

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

Met

R3.2 is met. Narrative evidence from students, PLPs and the programme team at the visit provides assurance OBU ensures students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families.

The programme team and PLPs confirm there's sufficient numbers of practice learning experiences to support students to gain experience in meeting the holistic needs of people of all ages. PLPs and students at the visit confirm students as being supernumerary in practice.

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

Met

R3.3 is met. Inter-professional working is a theme throughout the curriculum. Programme documents provide evidence that midwifery students participate in IPL each year. Students confirm their participation in various simulated activities related to interdisciplinary and multiagency working. IPL sessions which take place in practice learning environments are recorded in the MORA. The MORA provides templates for students to record and reflect on any IPL undertaken with members of the multidisciplinary team and for students to self-evaluate and reflect on their practice learning experiences.

3.4 Provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants

Met

R3.4 is met. In keeping with national policy guidelines, continuity of midwifery carer is embedded throughout the programme. There are opportunities for students to provide continuity of midwifery care to a small caseload of women thereby enabling students to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants. The MORA sets out the progression points/expectations for learning and has sections for monitoring student attendance/practice hours. Students observe a caseload of women in year one of the programme and are actively involved with a case load whilst working in teams of three or four midwives providing maternity care for six to seven women in their final year of the programme. This includes undertaking the newborn and infant physical examination under direct supervision of a community midwife practice supervisor.

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

Met

R3.5 is met. The programme team, PLPs and students confirm opportunities are made available to students for experiencing midwifery care for a diverse population across a range of settings, including midwifery led services. Documentary evidence from NHS Oxfordshire joint strategic needs assessment supports this by reporting on the diverse local population.

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

3.6 Provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual

Met

R3.6 is met. OBU provides 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.

The spiral curriculum and its' use of curriculum themes provides a knowledge base in year one which is built upon in subsequent years, identifying increasing complexity in years two and three. The module 'women and babies with complex needs' in year two describes how students will build upon existing knowledge of physiology to analyse the pathophysiology of chronic and acute conditions affecting mother/fetus/newborn. The module at level six called 'public health one' identifies students will be introduced to screening tools and brief interventions which help women to optimise their physical and mental health and wellbeing during pregnancy and beyond.

Module 'public health in midwifery two' aims to enhance positive experiences of childbearing for women who are disadvantaged or vulnerable through physical, psychological, social, cultural, or spiritual circumstances. These themes are evident as a continuum throughout the programmes.

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

Met

R3.7 is met. Programme documentation indicates effective processes are established to ensure students' individual needs and personal circumstances are given consideration in allocating practice placements. Students are expected to travel to different areas to experience the full range of midwifery care, however where possible they are allocated to a midwifery led unit close to their home and can request a community location close to home. The programme team and PLPs tell us practice placement patterns are adjusted in partnership with the placement lead and/or the LME when students' personal circumstances necessitate. There's policy and process for making reasonable adjustments for students with learning and physical needs, which follow an occupational health and/or disability services referral.

There is joint university and placement learning guidance which sets out the process for reasonable adjustments, accessible learning arrangements and inclusive practice for all students. The programme team, PLPs and students confirm understanding the process should they need to implement it.

Evidence provides assurance that the following requirements are met:

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

Yes

3.9 Ensure students are supernumerary

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 28 April 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4: Supervision and assessment

AEIs together with practice learning partners must:

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

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

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

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

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

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

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

4.8 Ensure the knowledge and skills for midwives set out in Article 40(3) and the activities of a midwife specified in Article 42 of Directive 2005/36/EC have been met as outlined in Annexe 1 of this document

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

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

Met

R4.1 is met. There's documentary evidence OBU and PLPs have robust procedures and policies in place to show how support, supervision, learning opportunities and assessment comply with NMC SFNME. Fitness to practice policy and process is developed jointly between the AEI and PLPs and students are made aware of this when they undertake preparation for practice at the start of the programme. There's guidance for implementing freedom to speak up, raising concerns about practice, whistleblowing, bullying and harassment. Students are signposted to these in the programme handbook.

Academic staff curriculum vitae demonstrate the new programmes will be delivered by suitably qualified educators. PLPs and the programme team confirm there are sufficient appropriately prepared practice supervisors, practice assessors and academic assessors to support programme delivery in the practice learning environment.

Documentary evidence shows students will be able to achieve NMC (2019) proficiencies through accessing a variety of practice placements in partner organisations. There are practice learning experiences in each year of the programme which are designed to facilitate students meeting a diverse range of people in a variety of practice and community settings.

The MORA details the roles and responsibilities of the practice supervisor, practice assessor and academic assessor which meet the SSSA.

The programme team, PLPs and students tell us module and placement evaluations are completed regularly and feedback and actions taken as a result are shared. There's an external examiner appointed to the programmes.

There are practice placement agreements and signed letters of commitment from all PLPs supporting the programmes providing assurance of sufficient capacity and resources for students to complete all programme requirements in practice areas.

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

Met

R4.2 is met. The roles of practice supervisors and practice assessors are fully evidenced in programme documentation and the MORA. The content of preparation training for practice supervisors, practice assessors and academic assessors is explicit within the SSSA implementation strategy. Current sign-off mentors will take on the role of practice assessor and/or practice supervisors. Practice supervisors can be professionally registered healthcare professionals as well as midwives including ultra-sonographers. All practice assessors and practice supervisors sign a declaration of their preparedness for the roles, and are documented in the MORA.

PLP managers tell us of their commitment to ensure that practice learning staff are released for training and practice assessors and practice supervisors tell us about preparation they have undertaken to carry out these new roles. They express confidence in their ability to support student numbers undertaking this programme.

The programme team tell us the plan in place for academic assessor allocation. This will ensure a different academic assessor for each part of the programme, and students say they're aware of the new SSSA roles and responsibilities.

Communication and engagement between SSSA roles is evident in the programme documentation and there are robust processes in place to ensure joint agreement on the competence of students for each part of the programme. The nominated person in each practice setting is identified in the MORA.

The MORA is used to guide and assess student's practice learning and proficiencies and records student achievement and progression.

On-going development and support for practice supervisors and practice assessors is in place. A local register is maintained which is overseen by the practice education group.

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

Met

R4.3 is met. Programme documentation is mapped to the Standards of proficiency for midwives (NMC, 2019) in both theory and practice and to programme outcomes. External examiners review the assessments for quality purposes.

The MORA details and records student achievement of the proficiencies in the practice learning environment and progression through each part of the programme. The external examiner visits and reports upon students' practice learning as part of

their duties.

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

Met

R4.4 is met. There are processes in place to provide students with both formative and summative feedback throughout the programme to support their development in theoretical and practice learning. This is confirmed at the visit by students and PLPs. PLPs, SUCs and the programme team contribute to objective structured clinical examination (OSCE) assessments. Students tell us formative feedback on assessment draft work is provided and evaluation is completed for each module and practice placement undertaken. Students confirm they're informed of any action taken as a result of their evaluations.

Practice assessments are recorded in the MORA. Students receive mid-placement and end of placement feedback. Women and their families can provide feedback as part of the MORA. Practice supervisors gain the consent of women and their families completing the forms for their feedback to be included in the practice assessment document. The MORA records meetings between student and practice supervisors, practice assessor and academic assessor.

The academic advisor is an AEI post developed alongside the SSSA implementation strategy to support students with academic, wider practice related issues and pastoral guidance. The academic advisor can refer students to other university services for additional help if needed. This post supports the practice supervisor, practice assessor and academic assessor roles.

Evidence provides assurance that the following requirements are met:

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

Yes

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

Yes

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

Yes

4.8 Ensure the knowledge and skills for midwives set out in Article 40(3) and the activities of a midwife specified in Article 42 of Directive 2005/36/EC have been met as outlined in Annexe 1 of this document

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 28 April 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 5: Qualification to be awarded

AEIs together with practice learning partners must:

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

5.2 Notify students during and before completion of the programme that they have five years to apply to register with the NMC if they wish to rely on this qualification. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

Evidence provides assurance that the following requirements are met:

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

Yes

5.2 Notify students during and before completion of the programme that they have five years to apply to register with the NMC if they wish to rely on this qualification. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 28 April 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

The following documentation provided by the AEI/education institution was reviewed by the visitor(s):

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s)	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration midwifery programmes (NMC, 2019)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the LME	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	Yes
List additional documentation:	
Care Quality Commission report Berkshire healthcare NHS Foundation Trust, 2 October 2018	
Post visit evidence:	
OBU internal report (approval event 21 April 2020), 4 June 2020	
OBU midwifery module descriptors (long), 4 June 2020	

OBU midwifery module descriptors (short), 4 June 2020
 OBU midwifery mapping modules, undated
 OBU MORA context document, April 2020
 OBU MORA revised, undated
 OBU flow chart, practice modules and process for placement retrieval, undated

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

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study:	
Three-year BSc midwifery programme students: Year one x one Year two x four Year three x two Three-year MSc midwifery programme students: Year one x one Year two x one Year three x one One newly qualified midwife alumnus from the three-year BSc midwifery programme. No shortened midwifery programme students attended.	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning Virtual learning environment	No

Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
This visit is undertaken remotely due to Covid-19 restrictions.	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List Care quality commission report Berkshire healthcare NHS Foundation Trust, 2 October 2018	
If you stated no above, please provide the reason and mitigation Not required for this visit.	
Additional comments:	

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Issue record

Final Report

Author	Nicola Clark Denise Baker	Date	23 April 2020
Checked by	Monica Murphy	Date	10 June 2020
Submitted by	Leeann Greer	Date	19 June 2020
Approved by	Helen Shapcott	Date	22 June 2020