

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	Kingston University and St George's University of London
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Ashford and St Peters Hospitals NHS Foundation Trust Epsom and St Helier University Hospitals NHS Trust Croydon Health Services NHS Trust St George's University Hospitals NHS Foundation Trust Kingston Hospital NHS Foundation Trust Frimley Health NHS Foundation Trust
<b>Programme(s) reviewed:</b>	<p>Programme: Pre-registration Midwifery - Short course Title of programme: BMid (Hons) with Registered Midwife for Registered Nurses; MMid with Registered Midwife for Registered Nurses Programme start date: 25 January 2021</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p> <p>Programme: Pre-registration Midwifery Title of programme: BMid (Hons) with Registered Midwife; MMid with Registered Midwife Programme start date: 2 November 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p>
<b>Date of approval</b>	22 July 2020
<b>QA visitor(s):</b>	Registrant Visitor: Hilary Lumsden Lay Visitor: Sandra Stephenson

**Section two**

**Summary of review and findings**

The department of midwifery situated within the school of allied health, midwifery and social care (the school) at Kingston University and St George's Hospital Medical School (the university) already offers approved pre-registration midwifery programmes, both three-year and 18 month for registered adult nurses.

The school presents the following programmes for approval against the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and Standards of proficiency for midwives (SPM) (NMC, 2019):

BMid (Hons) with registered midwife  
BMid (Hons) with registered midwife for registered nurses  
MMid with registered midwife  
MMid with registered midwife for registered nurses

The approval visit was undertaken at a distance.

The BMid (Hons) and MMid registered midwife programmes are designed to support students to become registered midwives who can meet the healthcare needs of women, babies and families. The three-year programme will be delivered at level six or seven. The two-year programme for NMC registered adult nurses is also delivered at level six or seven. The increased duration of the short midwifery programme from 18 months to 24 months is to accommodate increased programme content complexity and to address the lack of post-registration experience gained in nursing. There's a target of 105 students for the September 2020 three-year programme including 15 for the two-year programme. Due to delays caused by the COVID-19 pandemic the September 2020 cohort will commence on the current programme and transition onto the new three-year programme in November 2020. The two-year programme commences in January 2021, also delayed due to the pandemic.

Programme documentation, presentation and discussion at the approval visit shows evidence of effective partnership working at operational and strategic levels with six NHS practice learning partners (PLPs) providing seven maternity units available for student practice placement.

Programme documentation, presentation and discussion at the visit confirms a collaborative approach to programme development, including maternity service users and carers (SUCs), students, recent alumni, PLPs, employers, clinical placement facilitators (CPFs), practice assessors and practice supervisors. Current and past midwifery students' views have been sought and are reflected in the curriculum presented for approval. Evidence presented confirms that midwifery SUCs and PLPs have been heavily involved in the development of the proposed

programme. All stakeholder groups tell us their input into the new curriculum has been actively sought and their opinions and feedback are reflected in the programme.

The school will use the England and Northern Ireland midwifery ongoing record of achievement (MORA) which has been developed in partnership with other approved education institutions (AEIs). The midwifery department have been active partners in its development and there's a strategy to implement this across all of the university's midwifery PLPs. PLPs tell us they were involved in the development of the MORA, it's been a smooth process to implement it and they're excited and look forward to using it in practice.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level.

The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The programme is recommended to the NMC for approval, subject to one university condition. The university made five recommendations.

Updated 11 August 2020:

Evidence has been provided that the condition set at the approval visit has been met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	Programme is recommended for approval subject to specific conditions being met
<b>Conditions:</b>  <i>Please identify the standard and requirement the condition relates to under the relevant key risk theme. Please state if the condition is AEI/education institution in</i>	<b>Effective partnership working: collaboration, culture, communication and resources:</b> None identified  <b>Selection, admission and progression:</b> None identified  <b>Practice learning:</b> None identified

<p><i>nature or specific to NMC standards.</i></p>	<p><b>Assessment, fitness for practice and award:</b> None identified</p> <p><b>Education governance: management and quality assurance:</b> Condition one: The course team should review the programme specifications and relevant module descriptors to ensure greater distinction between the BMid (Hons) and MMid programmes. (University condition)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>5 August 2020</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: The course team should work to foster a stronger culture of awareness around equality, diversity and inclusivity (EDI) and cultural competency, ensuring where possible that this is embedded across the courses. (University recommendation)</p> <p>Recommendation two: The course team to review the assessment of clinical practice at level seven, ensuring that assessment methods are appropriate and reflective of level seven expectations and that assessors are appropriately qualified. (University recommendation)</p> <p>Recommendation three: The course team to be mindful of the capacity across trusts to ensure that the strategic aims of expansion are supported by the ability to provide practice placement opportunities. (University recommendation)</p> <p>Recommendation four: Solidify the feedback processes and routes across modules; ensuring consistency of student feedback opportunities. (University recommendation)</p> <p>Recommendation five: The course team to consider the naming conventions used across the module diet. (University recommendation)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>None identified</p>

**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions:**

The university has met the condition set out by the panel at the approval visit. Documentary evidence shows that changes to the programme learning outcomes (PLOs) have been made to the MMid programme to show a greater differentiation between level six and level seven study. The PLOs have been strengthened in theoretical and clinical assessment in the final year for both the long and short programmes which give more clarity on the expectations and achievements of students studying the MMid programme and to show the enhanced scholarship required at masters level. There's more clarity in student-facing documentation of the research requirements for students on the MMid programmes and the assessment of research skills has been made more robust in-line with the university's graduate attributes policy. Level seven assessments have been reviewed and the word allowance adjusted to meet the university standards for the level of programmes.

The university panel members have reviewed the documentation provided by the department of midwifery in response the condition set at the approval visit. They've agreed that the condition has satisfactorily been met. The chair has approved the condition as being met.

Condition one is now met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> Yes
<b>Summary of observations made, if applicable</b>	Clarification of the AEI name, programme title(s) and start date(s). Confirmation that the programme for registered nurses is two years duration but doesn't meet 3,600 hours therefore 2.9.2 is 'No'. Amendments made as per AEI observations.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval
<b>Date condition(s) met:</b>	11 August 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.*

Documentary evidence and discussion at the approval visit confirms that there's strong collaboration between the school and heads of midwifery (HOMs) in partner trusts with regular meetings and communication. The school has worked closely with PLPs throughout the development of the curriculum. Their input ensures the relevance and currency of the programmes. PLPs tell us of 'sandpit days' to share their ideas and support the planning of the curriculum. Strategic level colleagues tell us of close working with the school, with intensive involvement through the CPFs. They also co-align across the south-west London region to support future succession planning for students. All senior managers in PLPs tell us of excellent relationships and support from the university and with each other. Agreement between PLPs and the university for student placement is seen in documentary evidence and capacity for students is monitored by HOMs and the university. The university works in partnership with PLPs to support the preparation of practice supervisors and practice assessors and mandatory updates for the supervision and assessment of students.

The university's centre for public engagement (CPE) provides expertise from SUCs in healthcare research, education and service delivery, who receive training to support them in the role. The department of midwifery has developed a stakeholder engagement strategy for SUCs, with an academic lead appointed to liaise with maternity SUC groups. SUCs have been involved in developing multiple mini



interviews questions for selection events and there are plans for their inclusion on the selection panels in the future. SUCs are involved in recruitment, objective structured clinical examination (OSCE), evaluation of students in clinical practice and some module delivery. The programme team value the input from SUCs into their programme development and selection questions.

Maternity service users and representative organisations were able to provide valuable insight into the experience of mothers, fathers and their families which has been helpful in informing aspects of the proposed programme. SUCs tell us they feel valued by the school and the student midwives and are well supported in their role.

The CPF role has been in place since 2009 and is designed to support students, practice assessors and practice supervisors and to improve links with the school. This is seen as invaluable to the student experience. CPFs allocate practice supervisors and practice assessors to students as well as organise off duty in advance of students arriving in placement. They conduct student induction and orientation to placement areas and act as a link between the PLP and the university. All CPFs hold honorary contracts with the university and participate in many university activities such as OSCE, clinical practice, student selection and module delivery. They're key contacts for students in practice, which helps them to promptly identify, support and refer those who are experiencing difficulties. Practice assessors, practice supervisors and CPFs have been involved in the development of the proposed programme.

The staff student consultative committee (SSCC) meets regularly to discuss a range of issues and includes CPFs, academic staff and students. Students tell us they provide feedback on practice learning, modules and to their SSCC representatives. They tell us their feedback is acted upon and changes have been made, for example, the transfer to another trust for placement was in the third year of practice. Following feedback from students, this has been changed to the second year where students find this less disruptive, giving them more continuity across years two and three. Interprofessional learning opportunities are highlighted in the MORA as well as in the placement allocation schedule students receive. Third year midwifery students are involved with the interviewing panel at selection interviews for prospective students.

The midwifery society (MidSoc) is affiliated to the St George's student union, it's entirely student-run, and was launched in 2017 as a forum for mutual support and friendship across the cohorts. This is an asset to student development and support.

HOMs, CPFs, SUCs, students and recent graduates tell us the curriculum is fit for purpose. PLPs have been briefed about the role of practice supervisors and practice assessors and welcome and endorse the approach which they see as beneficial for student midwives.

The SSSA has been implemented across London since May 2019 with briefings, guidance documents, online and face to face training supporting the transition from

the Standards to support learning and assessment in practice (SLAiP) (NMC, 2008). The materials for informing PLPs and the education of practice supervisors, practice assessors and academic assessors have been developed by the pan London practice learning group (PLPLG), of which the university is a part.

The SSCC, SUCs, HOM meetings, and department of midwifery meetings show a wide range of issues discussed with stakeholders and how the outcomes from discussions have impacted upon the programme design and delivery. Women, partners and advocacy groups were involved in the design and development of the MORA.

**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:**

N/A

## 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**

Due to the COVID-19 pandemic and subsequent lockdown, a digitally enabled blended approach to teaching and learning has been developed and is expected to continue for the foreseeable future. Student induction aims to prepare them appropriately for learning and teaching in a predominantly digital environment.

All applicants complete the university's online student information service form which helps them to identify any learning needs before they start the programme. An early assessment of narrative writing and a numeracy task in the year one portfolio highlights any learning support needs. Students can access a range of university support such as the academic skills centre which is staffed by specialist academic support lecturers who can provide small group and one to one support. The learning resource centre librarians offer one to one teaching to support students to research and use software packages. Resources such as 'supporting your journey to becoming a midwife' and 'literacy and numeracy support for midwives' in the virtual learning environment (VLE) include help with reflective and academic writing, numeracy and drugs calculations and are available from the beginning of the programme. Drug calculations are compulsorily assessed in placement and documented in the MORA.

Students tell us the VLE includes recordings of lectures with slides and recommended reading and research articles to support them. During the pandemic the VLE has been expanded with entire modules delivered online which students tell us has been well managed with good feedback provided by academic staff. They tell us that support is very clear and widely available. They appreciate the role of the peer academic mentor scheme which was first introduced in 2012. This scheme has been implemented with student midwives, with third year students supporting second year students and second year student midwives supporting first year students. Peer academic mentors are prepared for the role by the midwifery teaching team who also support them in this paid role.

*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.**

Discussions at the approval visit and documentary evidence provide clear plans on how new students enrolling in September 2020 will transition to the proposed programme. There's an interim period between new students enrolling on the current programme and when the proposed programme will start, due to the deferral of the approval visit as a result of the COVID-19 pandemic. Therefore, new students will commence the current programme in September, transitioning to the new programme in November. To ease transition, module content mapping has been undertaken to identify appropriate content from the modules which most closely aligns across the existing and proposed programmes.

Current second and third year student midwives won't be transferring to the proposed programme and will remain on their current programme.

Those first year students who are currently on a leave of absence from the programme, will have their outcomes mapped against the new programme so that they're not disadvantaged in their learning. This will be completed on an individual basis.

The programme team have mapped modules approved against the Standards for pre-registration midwifery education (NMC, 2009) to the modules within the proposed programme. Documentary evidence provides robust assurance that students who commence in September 2020 and transfer to the proposed programme will meet SPMP and SPM.

*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.**

The SSSA has been implemented across London since May 2019 with briefings, guidance documents, online and face to face training supporting the transition from the SLAiP.

Current students transferred to the SSSA from September 2019. They're well prepared by the department of midwifery for assessment. Our meetings with students showed that they're aware of the roles of practice assessor, practice supervisor and academic assessor. They show an understanding of all three roles and confirm that they're well supported in practice.

Documentary evidence and discussions with students, practice assessors/practice supervisors and CPFs show that student placement allocation is well organised, and named practice supervisors/practice assessors are identified prior to the student attending placement. Protected time for practice assessors was facilitated by CPFs who back-fill practice assessors as and when needed.

**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:** 22 July 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**

**Yes**

**2.2 Comply with the NMC Standards for student supervision and assessment**

**Yes**

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

**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**

The school engages with local SUCs and maternity voices partnerships to support the design and development of the curriculum. SUCs and members of advocacy groups deliver sessions to student midwives and act as role players in clinical assessments. Their feedback is used in curriculum development, assessments and

portfolio tasks. This feedback has also informed the design of assessments and portfolio tasks. Women, partners and advocacy groups were involved in the design and development of the MORA.

SUCs confirm their involvement in the design and review of programmes. They tell us how talking about their experiences with programme staff allows women to be at the centre of the curriculum. They tell us delivering face to face sessions with student midwives supports and prepares them for practice. SUCs who participate in face to face sessions tell us they're very well supported by the midwifery department. Fathers tell us they feel valued and supported. All tell us that they've seen changes made in response to their input.

*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**

*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**

Programme plans show how the spiral curriculum structure gives students relevant and ongoing exposure to midwifery practice. Students tell us they like the building of skills and how this prepares them for their practice placements. They tell us how changes they suggested to the theory delivery have been implemented. The 'ways of knowing' thread and portfolio are part of a connected and integrated curriculum. Each practice module has a portfolio task which helps students link their learning to practice. The programme is designed to deliver greater theoretical content in the first year with more practice learning in year three; this is to enable more preparation for placement for first year students. The two-year programme has equal weighting of theory and practice across both years.

Documentary evidence and discussions with CPFs show us that students are exposed to a wide range of midwifery experience in all two or three years of the programme. Student midwives on the three-year programme also have the opportunity to experience placements in non-midwifery areas such as gynaecology, theatres and the neonatal unit. Students on the two-year programme will have a one-week neonatal unit placement but don't require other non-midwifery placements. There's an option in year three for students to have an elective placement. This is facilitated and monitored by the department of midwifery. Students change NHS trust

in year two of the programme. This is seen by students as a strength of the programme, preparing them for working in other maternity units when they're qualified and allowing them to work in a different environment during their programme.

*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***

Simulated learning opportunities are provided for students to practise those proficiencies which happen infrequently in practice, such as maternal and neonatal emergencies. The move to Kingston Hill campus will provide midwifery students with dedicated skills and simulation space, whilst maintaining their access to the current provision of shared skills space. This increase in skills provision will enable more flexible and responsive use of specialist equipment and allow student midwives to build confidence and competence in essential midwifery proficiencies. Student midwives will continue to have access to the dissecting rooms to enhance their learning of anatomy which is facilitated by the school's clinical anatomist. Module leaders upload films to the VLE to enhance clinical skills learning and understanding. The VLE is used consistently across all modules and year groups and is a valuable learning resource.

There's some opportunity for students to attend midwifery skills drills in the placement area and CPFs facilitate simulated learning on a one to one basis or with small groups to aid students' physical skills in clinical practice. Cardiotocography training is conducted in each PLP and students are encouraged to attend to enhance their practical understanding of fetal heart monitoring.

The MORA details the required proficiencies for midwives and confirmation of achievement will be recorded with reference to the appropriate evidence. Students can be assessed by the practice assessor or CPF in a simulated situation where specific clinical experience hasn't been available.

*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**

Programme documentation shows an equal balance of theory and practice learning. Theory learning includes lectures, seminars and tutorials. Independent guided study includes blended learning activities, critical thinking toolkit activities, reading, portfolio tasks, assessment preparation and self-assessment. Formative assessments and assessment types are detailed.

*Evidence provides assurance that the following requirements are met:*

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

**Yes**

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

**No**

The programme for registered nurses is of two years duration but isn't a minimum of 3,600 hours.

**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**

**Yes**

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

**Yes**

**Outcome**

**Is the standard met?**

**Met**

**Date: 22 July 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 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***

A range of placements are offered in all years of the programme and across all six PLPs offering seven maternity unit placements. Documentation shows that throughout the programme students are allocated to placements to allow equal time across antenatal, intrapartum and postnatal and newborn care. Midwifery placement time is for a minimum of two weeks to better develop students' confidence.

The SPM and the United Nations Children's Fund (UNICEF) UK baby friendly initiative university standards are mapped to the MORA.

Student feedback from practice placements is shared by the school with PLPs and acted upon if any areas of improvement are identified.

Students tell us that their supernumerary status is protected in clinical practice. PLPs also confirm supernumerary status with all student midwives allocated named practice assessor/practice supervisor for each shift.

There's a robust mechanism for monitoring student absence/sickness from the placement area. Effective liaison between CPF, practice supervisor/practice assessor, liaison lecturers and personal teachers is assured. An action plan is formulated if a student is having difficulties, to support them with their attendance in placement.

Students tell us they know how to raise and escalate concerns and PLPs tell us how they support students and liaise with the school, if required.

**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***

Student midwives experience a woman's childbearing experience in all years of the programme. There's continuity of care and carer which is facilitated by continuity of care teams in the PLP. Students are given a small caseload in which they can experience continuity of care in clinical practice. Specific placements give students the opportunity to experience antenatal, intranatal and postnatal care across all years of study, allowing them to become skilled in all aspects of midwifery care. Students also change PLP in year two of the programme, allowing them to experience family groups from different and diverse backgrounds. Sample student journeys and placement allocation records show how the student can meet the continuum of care.

The MORA is structured to include the SPM to enable students to record their contribution to holistic care to women, newborn infants, partners and families.

There's a structured approach to the programme that allows for blocks of clinical practice interspersed by theoretical or self-directed time. There's an equal 50 percent theory and 50 percent practice. There's slightly more theoretical content in year one to prepare students for placement. There's slightly longer time allocated in practice in the third year of the programme to prepare the student for newly qualified midwife status. The two-year programme mirrors years two and three of the three-year programme.

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

#### ***Met***

Programme documentation and discussion at the approval visit shows that there's the opportunity for midwifery students to learn from other professionals in the practice setting. These opportunities are outlined in the MORA, the students' placement allocation and the educational audit where key professionals are identified as being available for inter-professional learning (IPL) opportunities in specific placement areas.

The clinical placement allocation guide states that at all stages of the programme, opportunities for IPL should be maximised. Practice learning environment audits highlight the range of IPL opportunities students can experience in each setting. PLPs tell us of the collaborative team approach which student midwives experience.

IPL is detailed and is developed across the years of the programme. First year IPL opportunities include placements with infant feeding advisors, chaplains, nursery nurses, health visitors, and ultrasonographers. In the second year this will include placements with social workers, paramedics, obstetricians, anaesthetists, pharmacists, operating department practitioners, specialist nurses and neonatologists. In the third year, greater emphasis is placed on leadership and management. Students on the two-year programme also have the same



opportunities for IPL in both years of the programme, accessing the same relevant professionals in placement areas to enable a range of experiences.

The department of midwifery offers many opportunities for IPL through lectures from allied health professionals and working with a range of other students. These include paramedic, nursing, education and social work lecturers, which will be enhanced by the move to Kingston Hill campus where there will be a more collegiate environment for staff and students.

### **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***

Documentary evidence shows a structured and robust approach to clinical assessment in the MORA.

The importance of continuity is emphasised throughout the programme, including in the social and political context of birth modules. To allow students to experience continuity of midwifery care they'll be allocated to continuity of care teams. CPFs, practice supervisors/practice assessors confirm that students have a small caseload that enables them to have direct experience of the continuity of carer. The caseload is organised by CPFs who work with students and their practice assessor. Students told us that they experience continuity with women through antenatal, intrapartum and postnatal care of women in their caseload.

All students are placed on a midwifery led unit or birth centre in order to gain experience in a low-risk midwife led environment. All placements in the programme are significant to the students' learning, this placement is protected because of the low-risk nature of birth centres, therefore if a student is absent, they'll be reallocated to this area later in the programme so that they can experience midwifery-led care.

### **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***

Across the programme each student will be provided with learning opportunities in two of the seven placement partner sites. All PLPs include midwifery led services and specialist midwifery services including bereavement, perinatal mental health and vulnerable women's services, enabling students to experience learning opportunities in these areas.

Students experience two trusts across the three-year and two-year programmes which ensures they experience care across a wide range of settings and

populations. Efforts are made by the midwifery department to ensure that all students gain a range of experiences within widening cultural and diverse settings. The allocation to a different PLP in the second year for the three-year programme and end of the first year for the two-year programme should be to a PLP that serves a different community than the student has already experienced. One of the benefits of having placements in two trusts is that students will gain experiences in areas of wide social and cultural diversity. Students report that the arrangement of two PLPs is of great benefit and enhances their learning and confidence in placement.

### **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***

The spiral curriculum introduces students to maternal and neonatal complications with additional care needs taught across the programme. All students are provided with opportunities to gain direct and simulated experience to care for women and newborn infants when there are complications, emergencies and additional care needs.

Practice learning mapping is undertaken collaboratively by the PLP and link lecturers and programme leader. This means that students have appropriate practice learning opportunities to allow them to care for women and newborn infants who require additional care.

The MORA shows the student's developing knowledge and understanding when caring for women and newborn infants with additional needs, through participation in the first year, contribution in the second year and proficiency in the third year. The short programme develops students' knowledge from participation, contribution and proficiency across the two-year programme.

Additional care needs are experienced in antenatal, intranatal, postnatal and neonatal placement areas. Students work with specialist bereavement midwives, neonatal nurses and specialist midwives for vulnerable women, experiencing issues such as stillbirth, pregnancy loss, female genital mutilation, neonatal death, congenital abnormalities, victims of domestic violence, mental health problems and substance misuse. The PLPs are situated in areas of cultural and religious diversity. Student midwives will gain experience of working with families from those minority and diverse areas which will enhance their care of women in a variety of settings. The portfolio task for social and political context of birth requires students to provide continuity of care for women with additional care needs and the assessment for the midwifery profession and practice module requires students to compile a care plan for a woman with identified additional needs.

### **3.7 Take account of students' individual needs and personal circumstances**

**when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities**

**Met**

All students can express preferences for specific clinical placement sites in order to take account of their individual circumstances. The school and PLPs work together to ensure equality of access where students require reasonable adjustments to be made. Sharing of information occurs through the MORA which allows students, practice assessors and practice supervisors to arrange reasonable adjustments, which is overseen and monitored by the student's personal teacher and the lead midwife for education (LME). PLPs tell us they build relationships with the student midwives so that they're confident to approach them to make reasonable adjustments for physical or learning disabilities or for caring commitments using a flexible approach. Students and PLPs tell us CPFs ensure appropriate adjustments are planned through liaison with the student, school and the practice learning environment. They tell us there's been greater flexibility to support them during COVID-19.

*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: 22 July 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***

When on placement practice supervisors and practice assessors will complete the MORA, assessing the student regularly to ensure they're achieving the required proficiencies for each year. There's a tripartite approach to the final assessment in each year, ensuring that students can progress into the next year of study and in the final year for both programmes, for qualification. There's a culture of safe, effective learning across all PLPs, with attention to individual students' needs. Students tell us that they're supported in the placement area and that practice supervisors and practice assessors provide regular feedback on their clinical ability. There's appropriate capacity, facilities and resources for students to engage in suitable learning opportunities. There's ongoing monitoring of all placement area capacity, and in particular the number of suitably qualified midwives to assess students in the newborn and infant physical examination elements of the programme. Continuous monitoring and succession planning of sufficient practice supervisors and practice assessors occurs in all maternity units. Documentary evidence shows that educational audits of placement areas are completed biennially, demonstrating quality assurance of maternity placement areas.

Students tell us that theory learnt in the school prepares them for placement. CPFs, practice supervisors and practice assessors tell us that students can apply theory to practice appropriately. There's good liaison between PLPs and the university and a collaborative approach to supporting students in practice.

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

***Met***

The MORA sets out the roles and responsibilities of the practice supervisor, practice assessor and academic assessor. The midwifery liaison lecturers work in partnership with the PLPs to ensure that support, supervision, learning opportunities and assessment comply with the standards. Practice supervisors and practice assessors tell us of one to one training from the CPF to update them in their role and that the SSSA are included in monthly mandatory training to ensure they're up to date. Monthly mandatory training is jointly facilitated by the CPF and liaison lecturer in all PLPs. Midwives from the PLPs tell us they receive protected time for their practice assessor/practice supervisor roles; this protected time is supported by CPF and

senior managers.

CPFs tell us that each student has a named academic assessor who'll be part of the student's support network and who participates in the student's final assessment. They understand the role of the academic assessor in reviewing the students' progress with the practice assessor/practice supervisor. PLPs tell us that support for failing students is readily available from the liaison lecturer and personal teacher who work together with the practice assessor and academic assessor to identify supportive action plans. There's an out of hours telephone facility within the school that allows for practice supervisors, practice assessors or CPFs to contact a member of the midwifery department if there's a significant concern about a student in placement.

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

##### ***Met***

The programme aims and outcomes have been clearly mapped to the domains of the SPMP and SPM, and are documented within the programme specification and the student handbook. The programme outcomes and domains are also mapped to theory and practice modules. The SPM's six domains have been incorporated within the MORA to enable these to be demonstrated across the childbearing continuum for women and their newborn babies. All proficiencies must be achieved by the end of the students' programme. External examiners review the assessment of the programme outcomes for quality purposes.

The spiral curriculum allows for subjects to be revisited at increasingly higher levels throughout years two and three for both the two-year and three-year programmes respectively. The theoretical content develops students' knowledge and understanding and prepares them for module assessment. A range of assessment methods have been designed to suit students' differing aptitudes whilst ensuring rigour and credibility.

Application of theory to practice in placement enables students to practise in an informed, knowledgeable and safe manner. The professional portfolio enables students to consider the integration of theory to practice and reflection of clinical practice.

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

##### ***Met***

Documentary evidence and discussions at the approval visit shows that timely, written feedback for academic work is given to students which helps them with future academic assessments. Students confirm that the feedback they receive is useful

and prepares them for their future academic assessments. SUCs contribute to student evaluation by providing direct feedback to students from the care they receive in the antenatal, intranatal and postnatal period, this is documented in the MORA. Students confirm that SUC evaluation is informative and helpful to their development. Practice supervisors and practice assessors provide regular feedback in the MORA to support students' learning and achievement of proficiencies.

Students tell us that formative assessment feedback supports their summative tasks.

*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: 22 July 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: 22 July 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):

<b>Key documentation</b>	<b>Yes/No</b>
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: Academic assessors self-assessment form, undated Raising concerns, facilitator guide, undated In placement final evaluation, 2019-2020 Midwifery contextual document, November 2019 MORA- a guide, 20 January 2020 Midwife role and responsibilities for student supervision and assessment document, undated	

Mapping document NMC and UNICEF UK, 21 January 2020  
 Audit flow chart, 10 December 2018  
 Educational audits for maternity unit placements, undated  
 CPF job description, May 2015  
 Midwifery link lecturer role document, February 2019  
 Midwifery sample off duty, undated  
 Midwifery placement allocation, 2019-2020  
 Midwife- guide for academics, 7 January 2020  
 Midwife- guide for students, 9 January 2020  
 Midwife guide for SSSA, undated  
 Placement pathways, undated  
 Midwifery students learning agreement, 4 September 2019

Post visit documentation:

Chair's approval of conditions form, 11 August 2020  
 Programme specification MMid two-year programme for registered nurses, undated  
 Programme specification for MMid three-year programme, undated  
 Module directory BMid two year for registered nurses, undated  
 Module directory BMid three-year programme, undated  
 Module directory MMid two-year programme for registered nurses, undated  
 Module directory MMid three-year programme, undated  
 Validation report, 31 July 2020  
 Conditions grid, 11 August 2020

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

Additional comments:  
 None identified

<b>During the visit the visitor(s) met the following groups</b>	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: BSc (Hons)/PgDip three-year programme, two x year three BSc (Hons)/PgDip three-year programme, two x year two BSc (Hons)/PgDip three-year programme, one x year one BSc (Hons)/PgDip 18-month programme x one Recent alumni x two	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	

Additional comments:  
None identified

<b>The visitor(s) viewed the following areas/facilities during the visit:</b>	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning  Virtual learning environment	No
Educational audit tools/documentation	Yes
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List South London and Maudsley NHS Foundation Trust Care Quality Commission (CQC) inspection report, 30 July 2019 South West London and St Georges Mental Health NHS Trust CQC inspection report, 20 December 2019 St Georges University Hospitals NHS Foundation Trust CQC inspection report, 18 December 2019	
If you stated no above, please provide the reason and mitigation This is an established AEI and visits to facilities weren't needed.	
Additional comments: None identified	

### **Mott MacDonald Group Disclaimer**

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#### **Issue record**

#### **Final Report**

Author	Hilary Lumsden Sandra Stephenson	Date	23 July 2020
Checked by	Ian Felstead-Watts	Date	11 August 2020
Submitted by	Amy Young	Date	23 September 2020
Approved by	Emiko Hughes	Date	23 September 2020