

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	University of Wolverhampton
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Royal Wolverhampton NHS Trust Walsall Healthcare NHS Trust Sandwell and West Birmingham Hospitals NHS Trust Dudley Group NHS Foundation Trust University Hospitals of Derby and Burton NHS Foundation Trust Private, voluntary and independent health care providers
<b>Programme(s) reviewed:</b>	
<p>Programme: Pre-registration Midwifery - Short course Title of programme: BMid (Hons) Midwifery shortened Programme start date: 21 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p> <p>Programme: Pre-registration Midwifery Title of programme: BMid (Hons) Midwifery Programme start date: 21 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p>	
<b>Date of approval</b>	11 May 2020
<b>QA visitor(s):</b>	Registrant Visitor: Claire Clews Lay Visitor: Jane Suppiah

**Section two**

**Summary of review and findings**

The University of Wolverhampton is an established approved education institution (AEI). The university faculty of education, health and wellbeing presented a Bachelor of midwifery (BMid) (Hons) programme for approval as a three-year and two-year route against the Standards for pre-registration midwifery programmes (SPRMP) (NMC, 2019) and Standards of proficiency for midwives (NMC, 2019).

Programme documentation and evidence presented at the approval visit confirms curriculum content, modes of delivery and practice experiences are designed to enable students to meet the SPRMP. Students on the existing 18-month and three-year midwifery programmes confirm they're aware students are consulted and encouraged by the programme team to contribute to the development of the new programme.

Five practice learning partners (PLPs) at the approval visit confirm their commitment to the delivery and ongoing development of the pre-registration midwifery programmes. PLPs confirm they're involved in developing the new programme and there's effective partnership working with the AEI.

The university is involved in partnership working as a member of the regional Midlands, Yorkshire and East practice learning group (MYEPLG) and will be adopting the England and Northern Ireland midwifery ongoing record of achievement (MORA) document in the new programme for practice learning. There's a shared regional strategy and local plan approach to implementing the Standards for student supervision and assessment (SSSA) (NMC, 2018) and preparation of practice supervisors, practice assessors and academic assessors.

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

The visit is conducted remotely due to Covid-19 restrictions.

The programme is recommended to the NMC for approval subject to three specific NMC conditions. Visitors made one recommendation. The university made one recommendation.

Updated 26 June 2020:

The AEI has provided documentation to meet the conditions. The conditions are 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
<p><b>Conditions:</b></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><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>Condition one: The AEI must provide an implementation plan for service user involvement in programme recruitment, selection, delivery, assessment and evaluation. (SFNME R1.12; SPRMP R2.1)</p> <p><b>Selection, admission and progression:</b></p> <p>None identified</p> <p><b>Practice learning:</b></p> <p>Condition three: The AEI and PLPs must provide an implementation plan for allocating and monitoring practice learning opportunities related to continuity of midwifery carer. (SFNME R2.14, R3.1; SPRMP R3.4)</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition two: The AEI must provide clarification around role definition and allocation of the academic assessor for each part of the programme. (SFNME R2.4; SSSA R6.1; SPRMP R2.2, R4.2)</p>
<b>Date condition(s) to be met:</b>	22 June 2020
<b>Recommendations to enhance the programme delivery:</b>	<p>Recommendation one: The AEI is advised to consider increasing the scope of interprofessional learning (IPL) within the new programme. (SFNME R1.13)</p> <p>Recommendation two: The AEI and PLPs are advised to consider strengthening consistency of practice support for shortened programme students. (University recommendation)</p>

**Focused areas for future monitoring:**

Monitor adequate provision and monitoring of practice learning placements for continuity of midwifery carer.

Programme is recommended for approval subject to specific conditions being met	
<p><b>Commentary post review of evidence against conditions:</b></p> <p>The AEI has provided a service user and carer (SUC) midwifery implementation plan for 2020-2023. This provides a framework detailing service user involvement throughout all elements of the midwifery programme. This meets condition one.</p> <p>For condition two, the AEI has provided evidence for student allocation to personal tutor and academic assessor document. This document clarifies the roles of personal tutor, link lecturer and academic assessor. It confirms that the academic assessor will be a different member of the midwifery team each year of the two and three-year programmes. For condition three, the AEI has provided a joint PLP implementation plan document. This outlines allocation and monitoring of practice learning opportunities related to the continuity to midwifery carer in practice across all five PLPs. All conditions are met.</p>	
<b>AEI Observations</b>	<p><b>Observations have been made by the education institution</b></p> <p>No</p>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval
<b>Date condition(s) met:</b>	26 June 2020

### Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><i>Standards for pre-registration midwifery programmes (NMC, 2019)</i></p> <p><i>The Future midwife: Standards of proficiency for registered midwives (NMC, 2019)</i></p> <p><i>Standards framework for nursing and midwifery education (NMC, 2018)</i></p>

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.*

We find evidence the university is committed to partnership working with stakeholders in the co-production, co-delivery and evaluation of the programme at both strategic and operational levels. PLPs and students confirm their involvement in the design and development of the programme. There's evidence PLPs and the AEI share accountability for students on the programme. Placement Agreements are in place with all PLPs. There's documentary evidence of partnership working between the AEI and PLPs, this is confirmed at the visit with practice education facilitators, senior midwifery leaders and practice supervisors and practice assessors.

There's documentary evidence of the university's strategy for their 'SUCCESS' SUC group and their role in developing new programmes. Members of the group talk positively about SUCCESS confirming they feel valued by the AEI and programme team. There's some involvement of service users and advocacy groups in the programme and evidence of partnership working with local maternity voices partnerships. Service users receive equality, diversity and inclusion training. What isn't clear is consistent involvement of maternity service users in recruitment, selection, delivery, assessment and evaluation in the programme. (Condition one)

Students tell us they're supported on their programme by academic staff who are approachable and available to them. They confirm practice supervisors and practice assessors support their practice learning. Mechanisms are in place for students to give feedback on the programme at the end of modules and practice placements, through student forums and student representation on the programme



management committee and faculty academic enhancement committee. Students tell us they feedback through these routes and offer examples of how their feedback is been acted on. IPL opportunities are available with medical students through the practical obstetric multi-professional training (PROMPT) and with pre-registration nursing students. The virtual simulation package “Sim Street” provides midwifery students with opportunities to engage with students from other healthcare programmes. Broadening opportunities in theory for further IPL is recommended. (Recommendation one)

**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,**

***Not Met***

There’s inconsistent involvement of maternity service users in recruitment, selection, delivery, assessment and evaluation in the programme. (Condition one)

**Gateway 2: Standards for student supervision and assessment**

***Met***

**If not met, state reason**

There’s inconsistent involvement of maternity service users in recruitment, selection, delivery, assessment and evaluation in the programme.

Condition one: The AEI must provide an implementation plan for service user involvement in programme recruitment, selection, delivery, assessment and evaluation. (SFNME R1.12; SPRMP R2.1)

**Post Event Review**

**Identify how the condition is met:**

Condition one:

The AEI has provided a detailed implementation plan for how service users are to be involved in recruitment, selection, programme delivery, assessing students and evaluation.

Evidence:  
SUC involvement midwifery implementation plan 2020-2023, undated

Condition one is met.

**Date condition(s) met:** 26 June 2020

**Revised outcome after condition(s) met:**

***Met***

Condition one is 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. There is documentary evidence of the AEl's admissions procedure. This is used to map students skills of numeracy and literacy in their application. There's documentary evidence of a range of strategies to support students'

continual development of numeracy, literacy digital and technological literacy. At the start of the programme students undertake self-assessment which is supported by their personal tutor. A range of strategies are used to support students' continual development of digital literacy, numeracy and literacy. Both formative and summative assessments takes place within the programme and these are evident in the programme's assessment strategy. The practice handbook sets out the range of support on offer for students. Students confirm their knowledge of these and say personal tutors and lecturers as well as library and students services provide support.

*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.**

The programme team confirm all current students on midwifery programmes will remain on their current programmes and are not transferring to the new programme. Students tell us that they are informed and in agreement with this decision. This represents a change to programme intentions, but the Covid-19 pandemic has influenced capabilities in practice learning environments meaning transferring students to the new programme is no longer feasible.

Documentary evidence sets out process for students considering a leave of absence. An updated list of students on leave of absence is maintained and the programme team confirm individual requirements for students returning to the programme are being developed depending on the point at which they left their programme cohort and their planned return date.

*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 are adopted and implemented by the AEI and PLPs since 2019.

**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: 11 May 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. There's some involvement of service users and advocacy groups in the programme and evidence of partnership working with local maternity voices partnerships. What isn't clear is consistent involvement of maternity service users in recruitment, selection, delivery, assessment and evaluation in the programme. (Condition one)

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

**No**

R2.2 is not met. There's documentary evidence and confirmation from the approval visit that academic staff are prepared for their roles as academic assessors. The AEI uses resources prepared by MYEPLG for academic assessor role preparation. All academic staff have capability for triple roles of personal tutor, link lecturer and academic assessor. The AEI's model means that personal tutors for students are also link lecturers and academic assessor in at least one part of their programme. PLPs and students lack clarity on these different roles. (Condition two)

**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 the approval process demonstrate service users and advocacy groups are involved in aspects of programme design, development, delivery and evaluation. Students confirm advocacy groups are involved in their programme. Groups include female genital mutilation (FGM), mental health, the perinatal institute and Jehovah's witnesses.

*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**

The 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. Documentary evidence and panel discussions with PLPs, students and the programme team confirm students have ongoing exposure to midwifery practice throughout all years in both the two and three-year programmes.

The placement allocation example document outlines a range of practice opportunities within the midwifery programme including, ante (pregnancy), intra (labour) and post (after birth) natal placements and a short placement in a midwifery led unit (MLU). Placements include maternity outpatients and day assessment unit. Students confirm they're placed in both hospital and community placement areas during their programme.

The new programme will use the MORA which reflects and records student

achievement for the Standards of proficiency for midwives. Practice placements reflect those required within a midwifery programme providing students with opportunities to achieve programme outcomes.

The placement allocation example document provides evidence of medical and surgical, theatre and neonatal unit placements. These placements reflect programme outcomes regarding Article 40 (1) and satisfy Article 41(1) of Directive 2005/36/EC.

*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. There's documentary evidence demonstrating technology enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment.

Documentary evidence and the programme team confirm consistent use of CANVAS as the AEI's virtual learning environment. SafeMedicate, a digital numeracy and drug calculation platform is used as part of online numeracy testing within the programme. The university has invested in new simulation facilities including an anatomage table which provides three dimensional anatomical viewing. These enhance teaching and learning and will provide students with exposure to clinical situations that occur infrequently but where proficiency is required. This can include obstetric emergencies such as breech birth.

The programme team confirm SUC simulated learning. An example given of SUCs work with students is breastfeeding support for women and use of communication skills.

*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 evidence and panel discussions with PLPs and the programme team support the equal balance of 50 percent theory and 50 percent practice learning within both programmes. Curriculum mapping documents and the presentation by the programme team confirm a range of learning and teaching strategies in the programme. These include lectures, theme days, seminars and scenario based learning.

*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**

There's inconsistent involvement of maternity service users in recruitment, selection, delivery, assessment and evaluation in the programme. (Condition one)

All academic staff have capability for triple roles of personal tutor, link lecturer and academic assessor. The AEI's model means that personal tutors for students are also link lecturers and academic assessor in at least one part of their programme. PLPs and students lack clarity on these different roles. (Condition two)

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

**No**

All academic staff have capability for triple roles of personal tutor, link lecturer and academic assessor. The AEI's model means that personal tutors for students are also link lecturers and academic assessor in at least one part of their programme. PLPs and students lack clarity on these different roles. (Condition two)

**Outcome**

**Is the standard met?**

**Not Met**

There's inconsistent involvement of maternity service users in recruitment, selection, delivery, assessment and evaluation in the programme.

Condition one: The AEI must provide an implementation plan for service user involvement in programme recruitment, selection, delivery, assessment and evaluation. (SFNME R1.12; SPRMP R2.1)

All academic staff have capability for triple roles of personal tutor, link lecturer and academic assessor. The AEI's model means that personal tutors for students are also link lecturers and academic assessor in at least one part of their programme. PLPs and students lack clarity on these different roles.

Condition two: The AEI must provide clarification around role definition and allocation of the academic assessor for each part of the programme. (SFNME R2.4; SSSA R6.1; SPRMP R2.2, R4.2)

**Date: 11 May 2020**

**Post Event Review**

**Identify how the condition is met:**

Condition one:

The AEI has provided a detailed implementation plan for how service users are to be involved in recruitment, selection, programme delivery, assessing students and evaluation.

Evidence:

SUC involvement midwifery implementation plan 2020-2023, undated

Condition one is met.

Condition two:

The AEI has provided evidence for student allocation to personal tutor and academic assessor document. This document clarifies the roles of personal tutor, link lecturer and academic assessor. It confirms that the academic assessor will be a different member of the midwifery team each year of the two and three-year programmes.

Evidence:

Student allocation to personal tutor and academic advisor, undated

Condition two is met.

**Date condition(s) met:** 26 June 2020

**Revised outcome after condition(s) met:**

***Met***

Conditions one and two are 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. Proficiencies for the programme are mapped against the Standards of proficiency for midwives and are explicit in domain six of the MORAs and programme documents.

PLPs confirm partnership working with the AEI regarding practice allocation for all students. Practice supervisors, practice assessors and students confirm opportunities to access a variety of placements throughout all years of the programme providing opportunities to meet proficiencies. Practice supervisors and practice assessors confirm partnership working with academic assessors from the programme team.

Documentary evidence confirms joint responsibility for placement audits between the AEI and PLPs with the ability to withdraw or suspend a placement if needed.

**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. Documentary and narrative evidence from all stakeholders

demonstrate sufficient opportunities for students to experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families.

The placement allocation confirms a range of maternity placement opportunities both in the hospital and in the community setting. PLPs confirm students have the opportunity to care for women with a range of health needs who access local maternity services.

### **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. The placement allocation plan confirms a variety of placement opportunities both in hospital and community. The programme team, PLPs and students confirm the availability of learning opportunities for practice enabling students to achieve proficiencies related to interdisciplinary and multi-agency team working. PLPs describe opportunities in placement for students to learn from colleagues within social work, health visiting, mental health as well as a range of adult inpatient and outpatient services. Midwifery and medical students have opportunities to undertake undergraduate PROMPT training.

### **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**

#### ***Not Met***

R3.4 is not met. Documentary evidence in the MORA to be used in the new programme confirms assessment of proficiencies related to continuity of midwifery carer. In discussions with the programme team and strategic members of PLPs it is evident implementation of continuity of midwifery carer at local level is at different stages. The AEI doesn't present a strategy as to how, in collaboration with their PLPs, students can achieve the Standards of proficiency for midwives in their programme specifically related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants. The AEI and PLPs must to ensure all students have an equitable experience whichever PLP they are based in. (Condition three)

### **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. Documentary evidence provides an outline of PLP provision across



providers. Confirmation from strategic leads across PLPs supports provision of maternity services which students experience across the diversity of populations locally. This is supported in panel discussions with senior members of the AEI and the programme team.

**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. Programme documents confirm modules allow development for students knowledge when caring for women and newborn infants when complication and additional care needs arise. This is confirmed in discussion with the programme team who provide an outline of the programme with its central philosophy of a spiral curriculum.

SUCs confirm they share their experiences with students and module descriptors for the programme confirm that cultural issues and psychosocial aspects of midwifery care are explored across all years of the programme.

Documentary evidence from the MORA, student placement allocation, along with panel discussions with PLPs confirm placement learning opportunities are available for students to care for women and newborn infants with complication and additional care needs including high dependency care in the neonatal unit.

**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. Documentary evidence and discussions with the programme team, PLPs and students confirm that individual needs and personal circumstance are considered in placement allocation for students. The AEI offers flexible annual leave in the third semester each year. This is managed in collaboration with PLPs to support students with children, in particular, to help their management of school holidays.

There's documentary evidence of the AEI's policy and process for reasonable adjustments for theory and practice learning. The AEI has support services to assess and support students with reasonable adjustments including occupational health referral. Students confirm they're aware of how to access this support and there's evidence of signposting in student-facing documents and the practice

handbook.

Practice education facilitators confirm reasonable adjustments are made in practice to support students. Students describe supportive relationships with personal tutors and link lectures for considering individual needs in placement allocation. There are multiple routes through which specific learning needs of students are identified, assessed and addressed. PLP staff describe collaborative working with link lecturers around allocating students to practice placement and accommodation of reasonable adjustments for students with disabilities or specific learning needs.

*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**

**No**

There's no strategy as to how, in collaboration with their PLPs, students can achieve the Standards of proficiency for midwives in their programme specifically related to continuity of midwifery carer across the whole continuum of care for all women and newborn. The AEI and PLPs must to ensure all students have an equitable experience whichever PLP they are based in. (Condition three)

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

**Yes**

**Outcome**

**Is the standard met?**

**Not Met**

There's no strategy as to how, in collaboration with their PLPs, students can achieve the Standards of proficiency for midwives in their programme specifically related to continuity of midwifery carer across the whole continuum of care for all women and newborn. The AEI and PLPs must ensure all students have an equitable experience whichever PLP they are based in.

Condition three: The AEI and PLPs must provide an implementation plan for allocating and monitoring practice learning opportunities related to continuity of midwifery carer. (SFNME R2.14, R3.1; SPRMP R3.4)

**Date: 11 May 2020**

**Post Event Review**

**Identify how the condition is met:**

Condition three:

The AEI has provided a joint PLP implementation plan document. This outlines allocation and monitoring of practice learning opportunities related to the continuity to midwifery carer in practice across all five PLPs.

Evidence:

Continuity of midwifery care implementation plan, undated

Condition three is met.

**Date condition(s) met:** 26 June 2020

**Revised outcome after condition(s) met:**

**Met**

Condition three is met.

**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. Documentary evidence confirms policies and procedures to support student learning, practice allocation, supervision and assessment across PLPs and the AEI. Fitness to practice policy and processes are conjoint between the AEI and PLPs and are outlined in student-facing documents including the student handbook.

There's documentary evidence of the process to escalate concerns which is outlined in student and practice handbooks. Documents outline a conjoint approach between the AEI and PLPs to act once a concern is raised.

The curriculum vitae for the lead midwife for education (LME) and discussions with senior members of the AEI and programme team confirm academic resources required are available to support the programme.

There's documentary evidence demonstrating strategic level commitment between AEI and PLPs to support and provide resources for the programme. Senior representatives from PLPs confirm partnership working with the AEI to plan and provide placements for the students.

Documentary evidence and panel discussions with the programme team and students confirm students' ability to give feedback on placements and within the programme. This includes formal opportunities such as module/placement evaluations and informally through verbal feedback from students to the programme team. All arrangements for SSSA are in place.

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

##### ***Not Met***

R4.2 is not met. There's documentary evidence of AEI and PLPs identifying and preparing practice supervisors and practice assessors. PLPs confirm this is a conjoint approach through training and updates delivered in-house as well as formal modules provided by the AEI. PLPs confirm the AEI programme team will be providing training and updates on using the MORA in the new programme to record student supervision and assessment.

Documentary evidence confirms PLPs maintain a record of practice supervisors and practice assessors. Practice supervisors and practice assessors confirm they understand their roles to ensure support, supervision, learning and assessment of students that comply with the SSSA. Students confirm they are allocated practice supervisors and practice assessors in placement. Practice supervisors and practice assessors confirm they are supported by academic assessors and link lecturers from the AEI programme team.

The new programme will use the MORA to record learning and assessment of students in placement. The MORA supports the SSSA with areas for practice supervisors, practice assessors and academic assessors to record their feedback, assessment and confirm eligibility for students to progress.

There's documentary evidence and confirmation from meetings that academic staff are prepared for their roles as academic assessors. The AEI uses resources prepared by the Pan-MYEPLG. All Academic staff have the triple roles of personal tutor, link lecturer and academic assessor. The AEI's model means that student personal tutors are also their link lecturer and academic assessor in at least one

part of their programme. PLPs and students lack clarity on these different roles.  
(Condition two)

**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 in both theory and practice and to programme outcomes. The MORA maps to the Standards of proficiency for midwives in domain six. It provides a record of student achievement against the proficiencies and student progression through each part of the programme.

Documentary evidence confirms external examiners review theory and practice assessments within the programme for quality purposes. Evidence confirms external examiners meet students and visit practice learning areas.

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

***Met***

R4.4 is met. Documentary evidence confirms feedback to students is built into formative and summative assessment in theory. The MORA provides a framework for feedback from practice supervisors, practice assessors and academic assessors at regular intervals in each part of the programme. Regular meetings with personal tutors occur. Students say they regularly meet link lecturers and tell us verbal feedback is constructive. SUC will have opportunities to provide feedback for students in placement in the new programme via the MORA document.

*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**

**No**

All academic staff have capability for triple roles of personal tutor, link lecturer and academic assessor. The AEI's model means that personal tutors for students are also link lecturers and academic assessor in at least one part of their programme. PLPs and students lack clarity on these different roles. (Condition two)

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

**No**

All academic staff have capability for triple roles of personal tutor, link lecturer and academic assessor. The AEI's model means that personal tutors for students are also link lecturers and academic assessor in at least one part of their programme. PLPs and students lack clarity on these different roles. (Condition two)

**Outcome**

**Is the standard met?**

**Not Met**

All academic staff have capability for triple roles of personal tutor, link lecturer and academic assessor. The AEI's model means that personal tutors for students are also link lecturers and academic assessor in at least one part of their programme. PLPs and students lack clarity on these different roles.

Condition two: The AEI must provide clarification around role definition and allocation of the academic assessor for each part of the programme. (SFNME R2.4; SSSA R6.1; SPRMP R2.2, R4.2)

**Date: 11 May 2020**

**Post Event Review**

**Identify how the condition is met:**

Condition two:

The AEI has provided evidence for student allocation to personal tutor and academic assessor document. This document clarifies the roles of personal tutor, link lecturer and academic assessor. It confirms that the academic assessor will be a different member of the midwifery team each year of the two and three-year programmes.

Evidence:

Student allocation to personal tutor and academic advisor, undated

Condition two is met.

**Date condition(s) met: 26 June 2020**

**Revised outcome after condition(s) met:**

**Met**

Condition two is met.

**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: 11 May 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: NMC University of Wolverhampton and PLPs/employer partners annual self report, 2019	
Post visit evidence: NMC response to conditions, 22 June 2020 SUC involvement midwifery implementation plan 2020-2023, undated	

Student allocation to personal tutor and academic advisor, undated Continuity of midwifery care implementation plan, undated
If you stated no above, please provide the reason and mitigation
Additional comments:

<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) midwifery long programme year one x one student BSc (Hons) midwifery long programme year two x two students BSc (Hons) midwifery long programme year three x two students BSc (Hons) midwifery short programme year one x one student	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

<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	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List The Royal Wolverhampton NHS Trust inspection Care Quality Commission (CQC) report, 14 February 2020 The Dudley group NHS Foundation Trust inspection CQC report, 12 July 2019	

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

Additional comments:

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**Issue record**

**Final Report**

Author	Claire Clews Jane Suppiah	Date	20 May 2020
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Submitted by	Lucy Percival	Date	8 July 2020
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