Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

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Programme approval report

<u>**Section one**</u>

Programme provider name:	University of South Wales
Programme reviewed:	Registered Midwife - 18M ☐ Registered Midwife - 24M ☐ Registered Midwife - 36M ☒ Registered Midwife - degree apprentice ☐
Title of programme(s):	BSc (Hons) Midwifery
Academic levels:	
Registered Midwife - 18M	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Midwife - 24M	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Midwife - 36M	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Midwife - degree apprentice	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	9 December 2021
Programme start date: Registered Midwife – 18M	

Registered Midwife – 24 M Registered Midwife – 36 M Registered Midwife – degree apprentice	26 September 2022

QA visitor(s):	Registrant Visitor: Angela Poat
	Lay Visitor: Caroline Thomas

Section two

Summary of review and findings
The University of South Wales (USW) is an established Nursing and Midwifery Council (NMC) approved education institution (AEI) providing midwifery education. The faculty of life science and education (the faculty), school of care sciences (the school) present for approval a Bachelor of Science with honours (BSc (Hons)) midwifery with NMC registration as a midwife. It's a three-year full-time pre-registration midwifery programme at academic level six. Programme outcomes are designed to meet and are mapped against the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and the Standards of proficiency for midwives (SPM) (NMC, 2019). September and January cohorts with a total of 46 students across both cohorts are planned for the proposed programme.

This programme approval visit is undertaken by remote means.

There's a well-established and effective working relationship with key stakeholders including practice learning partners (PLPs), students and service users and carers (SUCs). USW work at strategic and operational levels with four health boards who provide practice learning environments ensuring that students experience an extensive range of maternity practice learning experiences. Practice learning environments are shared with local AEIs providing opportunities for shared practice learning experiences with students across AEIs. Practice learning environment educational audits are undertaken collaboratively by USW, local AEIs and PLPs.

There's clear evidence of key stakeholder groups participating in and demonstrating a commitment to the co-production, delivery and continued development of the programme. USW has a clear strategy for further promoting SUC engagement in all aspects of programme development and review.

USW is part of the All-Wales pre-registration nursing and midwifery group (AWPNMG). SUCs, students, PLPs and all the Welsh AEIs are represented in the AWPNMG and work collaboratively to develop practice learning processes that comply with the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment |

(SSSA) (NMC, 2018). The SSSA is established across USW NMC programmes and there are mechanisms in place to record the statuses of practice supervisors, practice assessors and academic assessors.

USW have adopted the NMC approved All-Wales midwifery practice assessment document (MPAD). The MPAD is the product of a national collaborative development that included all lead midwives for education (LMEs), student focus groups and SUCs. Its development is supported by Health Education Improvement Wales.

There's an LME in post, who's registered with the NMC.

USW, the programme team and PLPs work collaboratively to address concerns raised by external system regulator reports including Healthcare Inspectorate Wales (HIW). This collaboration ensures that action plans are implemented to prevent any compromise of safety within practice learning environments, or the quality of student learning experiences.

The SFNME and the SSSA are met at programme level. One NMC and university recommendation and two university recommendations are made.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☒
	Programme is recommended for approval subject to specific conditions being met ☐
	Recommended to refuse approval of the programme ☐

Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** None identified.
Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	Recommendation one: The programme team are advised to continue to review the SUC strategy in order to consider how this can be further strengthened. (SFNME R1.12; SPMP R2.4) (NMC and university recommendation) Recommendation two: The programme team clarify the nature of learning and teaching activities both in the course and module handbooks and within any publicity or open day materials, including whether those activities take place online or face-to-face. (University recommendation) Recommendation three: The programme team consult with both the faculty and the sector with regards to considering the implementation of in-year retrievals. (University recommendation)
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions: N/A

AEI Observations	**Observations have been made by the education**

	institution	**YES** ☒		**NO** ☐
Summary of observations made, if applicable	Programme title amended in section one. Typographical errors identified: MORA is referred to on page 28 amended to MPAD. SSSSA amended to SSSA on page 27.			
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐			
Date condition(s) met:	N/A			

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)   *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020)   *QA Handbook* (NMC, 2020)

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)

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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 <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

There's evidence of effective strategic and operational partnership working between USW, the programme team and key stakeholders. Programme documentation demonstrates that USW and the programme team are committed to working with all stakeholders to co-produce, deliver and continue to enhance the midwifery programme. PLPs, SUCs and students tell us of their involvement in the co-production, delivery, assessment and evaluation of the programme.

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Governance structures are in place and there's a clear partnership relationship between USW and PLPs, to ensure that there's programme reviews through senior strategic meetings and with local LMEs to agree a partnership approach to midwifery learning.

Programme documentation and the senior faculty team confirm that there's mechanisms in place to address and act on any concerns about practice learning or student performance. These are escalated through effective communication between students, USW and PLPs. At an operational level, programme documentation, PLPs and the programme team confirm that these processes ensure that there's regular communication with PLPs, practice supervisors, practice assessors, academic assessors and the LME about any concerns which may affect students experiences and learning. Evidence at the approval visit confirms that the outcomes of action plans and monitoring of practice learning issues are fed back to students and practice learning environments.

PLPs, practice supervisors and practice assessors tell us that there are sufficient practitioners to support student learning in practice. Educational audits are undertaken in partnership with PLPs and USW to ensure the quality and safety of practice learning. Students have the opportunity to experience inter-professional learning (IPL) and to work with students and practitioners from other disciplines such as nursing. Programme documentation details how IPL will be further developed through the school development of a digital health village, where students undertaking health and social care programmes will work together on a range of scenarios.

Students tell us about how they've contributed to the development of the proposed programme, they feel well supported and are encouraged to contribute to ongoing programme development. Their involvement included attendance at programme management meetings, through module evaluations and at midwifery staff and student liaison committee meetings. Year three students confirm that they've received email information about the proposed programme and that they were able to provide comments about all aspects of the curriculum. Students also tell us that they've attended meetings at USW to discuss the new programme development with the LME.

There's a clear SUC strategy that confirms that USW are fully committed to the active involvement of SUCs in programmes across the school. Programme documentation confirms that SUCs are actively involved in the design and development of the curriculum. They tell us that they've been consulted and have offered advice on the development of the proposed programme. They are prepared to participate in the recruitment and selection process, teaching and in practice evaluation. SUCs and students confirm SUC contribution to learning, teaching and evaluation activities, this also involves them being part of the decision-making process at selection events. SUCs tell us that they've received helpful feedback on their contribution to the midwifery programme and that they feel valued. Students tell us that advocacy groups and charities, such as

bereavement charities, provide study days and that they're encouraged to participate in these to support their professional development. Students tell us that they value learning about SUC experiences. The programme team confirm that they plan to recruit a greater diversity of SUCs. It's recommended that they continue to review the SUC strategy in order to consider how this can be further strengthened. (Recommendation one)

Programme documentation confirms that there's a process that ensures students have the opportunity to provide feedback on modules and practice learning experiences. There are robust mechanisms in place to promote the student voice. They undertake electronic placement evaluations through the once for Wales practice learning experience tool. Feedback is reviewed as part of quality reviews at course boards, faculty quality assurance committees and faculty learning and teaching enhancement committees. Students confirm that they receive feedback on the actions taken to improve programme provision in a timely manner. They tell us that they are well supported when raising any concerns about theory and practice learning environments and that student representatives participate in the school programme academic review processes. Students tell us that they feel well supported by academic and practice staff. They confirm that they're gaining the necessary learning experiences to meet the proficiencies required to qualify as a midwife.

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*

MET ☒ **NOT MET** ☐

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 2: *Standards for student supervision and assessment*

MET ☒ **NOT MET** ☐

Post event review
Identify how the condition(s) is met:
N/A
Date condition(s) met:
N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐
N/A

Student journey through the programme

Standard 1: Selection, admission and progression

AEIs must:

R1.1 appoint a <u>lead midwife for education</u> who is responsible for midwifery education in the AEI

R1.2 inform the NMC of the name of the lead midwife for education

R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes

AEIs together with practice learning partners must:

R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education

R1.5 confirm on entry to the programme that students:

R1.5.1 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

R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife

R1.5.3 demonstrate values in accordance with [the Code](#)

R1.5.4 have capability to learn behaviours in accordance with the Code

R1.5.5 have capability to develop numeracy skills required to meet programme outcomes

R1.5.6 can demonstrate proficiency in English language

R1.5.7 have capability in literacy to meet programme outcomes

R1.5.8 have capability for digital and technological literacy to meet programme outcomes

R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes

R1.7 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 heath and character](#). This includes satisfactory occupational health assessments and criminal record checks

R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse determinations made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully

R1.9 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

R1.10 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 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).

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

R1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI

YES ☒   **NO** ☐

R1.2 inform the NMC of the name of the lead midwife for education

YES ☒   **NO** ☐

R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes

YES ☒   **NO** ☐

R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education

YES ☒   **NO** ☐

R1.5 confirm on entry to the programme that students:

R1.5.1 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 ☒   **NO** ☐

R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife

YES ☒   **NO** ☐

R1.5.3 demonstrate values in accordance with the Code

YES ☒   **NO** ☐

R1.5.4 have capability to learn behaviours in accordance with the Code

YES ☒   **NO** ☐

R1.5.5 have capability to develop numeracy skills required to meet programme outcomes

YES ☒   **NO** ☐

R1.5.6 can demonstrate proficiency in English language

YES ☒   **NO** ☐

R1.5.7 have capability in literacy to meet programme outcomes

YES ☒   **NO** ☐

R1.5.8 have capability for digital and technological literacy to meet programme outcomes

YES ☒   **NO** ☐

Provide an <u>evaluative summary</u> 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

R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes

MET ☒   **NOT MET** ☐

R1.6 is met. Programme documentation details the entry requirements for numeracy, literacy and digital and technological literacy. The student development and study skills centre support student development in literacy and numeracy. Support is provided face-to-face or online, the centre provides a range of literacy and numeracy guides to further support students. The programme adopts a blended learning approach with students accessing direct contact, synchronous and asynchronous online learning using the virtual learning environment (VLE) UniLearn, client-focused discussions and simulation. This approach supports the development of digital and technology literacy and actively engages students to use a variety of platforms. The blended approach is based on the USW digitally enabled active learning (DEAL) principles. The programme team support students to use online platforms; the USW information technology (IT) department offer a range of support services and guides to help students engage with and develop their technological literacy. Programme documentation details how student

understanding of digitalisation and digital health, will be further developed and supported through the ongoing school development of a digital health village. The opportunity for IPL will be further facilitated with students undertaking health and social care programmes who they will learn with using real life scenarios.

Numeracy is assessed in each year and incrementally to demonstrate a 100 percent pass in a numeracy assessment that's related to the midwifery proficiencies and the calculation of medicines at end of the programme. Students must demonstrate achievement of the mandatory 100 percent numeracy assessment to register with the NMC on completion of the programme. In practice learning environments students are supported by practice supervisors to work towards and achieve those proficiencies related to numeracy and dosage calculations, as part of the medication management assessment in each year of the programme. There's evidence of mapping to the programme learning outcomes and the SPM that demonstrate how students meet numeracy, literacy and digital technological literacy requirements. Students who require additional or specific elements of numeracy support can access further study skills workshops using the USW student development and study skills department.

Students confirm that they are supported to develop their digital capabilities throughout the programme and actively use the VLE UniLearn. Practice modules utilise the e-learning platform safeMedicate to facilitate learning and to assess numeracy skills and competence for safe drug administration. Students and the programme team tell us that numeracy, study skills support and the use of simulation in skills learning are supported to meet the programme outcomes.

Evidence provides assurance that the following requirements are met

R1.7 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 heath and character. This includes satisfactory occupational health assessments and criminal record checks

YES ☒ **NO** ☐

R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse determinations made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully

YES ☒ **NO** ☐

R1.9 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 ☒   **NO** ☐

R1.10 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 ☐   **NO** ☐   **N/A** ☒

There's no shortened pre-registration midwifery programme proposed.

Proposed transfer of current students to the programme under review
From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> 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. USW will not transfer students on to the new programme.
Proposed transfer of current students to the *Standards for student supervision and assessment (SSSA)* (NMC, 2018).
From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment. Students and programme documentation confirm that they have transferred to the SSSA.
Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met **YES** ☒   **NO** ☐
Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐ **Date:** 9 December 2021
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐ N/A

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Standard 2: Curriculum

AEIs together with practice learning partners must:

R2.1 ensure programmes comply with the *NMC Standards framework for nursing and midwifery education*

R2.2 comply with the *NMC Standards for student supervision and assessment*

R2.3 ensure that programme learning outcomes reflect the *NMC Standards of proficiency for midwives*

R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes

R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice

R2.7 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

R2.8 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

R2.9 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:

R2.9.1 full time education and training as a midwife is a minimum of three years and 4,600 hours, or

R2.9.2 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

R2.9.3 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.

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

R2.1 ensure programmes comply with the NMC *Standards framework for nursing and midwifery education*

YES ☒   **NO** ☐

R2.2 comply with the NMC *Standards for student supervision and assessment*

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YES ☒   **NO** ☐

R2.3 ensure that programme learning outcomes reflect relevant *Standards of proficiency for midwives*

YES ☒   **NO** ☐

Provide an <u>evaluative summary</u> 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.

R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes

MET ☒   **NOT MET** ☐

R2.4 is met. USW involve women, partners and advocacy groups in the design, development, delivery and evaluation of programmes. There's a clear SUC strategy that promotes the engagement and involvement of SUCs in the programme. The programme team tell us about their plans to recruit a greater diversity of SUCs. It's recommended that they continue to review the SUC strategy in order to consider how this can be further strengthened. (Recommendation one)

Alongside the recording of student progress and achievement in practice the MPAD requires SUC feedback on student performance in the practice learning environment. The production of the MPAD was the result of extensive consultation throughout Wales and included input from SUCs. The LME and programme team included SUCs in the programme consultation events and meetings. SUCs confirm their inclusion and tell us that they're confident that their suggestions were listened to and that their views are incorporated into the development of the programme. They tell us that there are opportunities for them to provide feedback to students about the care they provide while learning in practice and that it's recorded in the MPAD.

Programme documentation and the MPAD confirm that students are required to record SUC feedback while they are learning in practice. Students, practice supervisors and practice assessors tell us that SUC feedback is sought and recorded in the MPAD. Students tell us that they learn directly from SUCs about their experiences of maternity services during module teaching sessions. They tell us that they welcome the opportunities in taught modules to hear SUC stories.

Evidence provides assurance that the following requirements are met

R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

YES ☒   **NO** ☐   **N/A** ☐

Provide an <u>evaluative summary</u> 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.

R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice

MET ☒   **NOT MET** ☐

R2.6 is met. Programme documentation confirms that the design and delivery of the proposed programme provides students with relevant and ongoing exposure to midwifery practice. Theory and practice modules are sequenced to enable the development, integration and application of midwifery knowledge and skills to midwifery practice. The programme plan evidences and PLPs confirm that there's structured midwifery services learning opportunities across a wide range of practice learning environments. Students and PLPs confirm that there's a variety of acute and community settings that provide opportunities to learn and participate in antenatal, intrapartum, postnatal and neonatal care. The ongoing exposure to midwifery practice, the development of associated skills and procedures and the progression towards achievement of the SPM are recorded in the MPAD.

Students tell us that personal tutors can be contacted if they have any practice learning concerns and that these are monitored by them. Students and PLPs describe examples of practice staff, ensuring that they organise the learning experiences that students need to develop practical skills and the midwifery practice required to meet the programme outcomes and the SPM. Students commend the support they receive from practice supervisors and practice assessors. Students tell us that they are appropriately prepared to undertake practice learning. Preparation includes conduct expectations and the processes for raising any practice learning or patient safety concerns. First-year student representatives tell us that they feel prepared for their first practice learning experience. All students tell us that practice supervisors, practice assessors and practice staff are clear about their learning requirements and about the SSSA. PLPs, practice supervisors and practice assessors demonstrate an understanding of the SSSA.

Programme documentation is clear about the processes for reporting and managing concerns in practice learning environments. Students confirm that when reporting concerns, they receive assurance and feedback about any actions taken to resolve issues raised. PLPs and the programme team confirm the process if students raise a concern and how these are managed. Students tell us that there's effective communication between the programme team and PLPs about the allocation and organisation of practice placements. Students and PLPs tell us that having access to academic assessors and members of the programme team, who teach modules and attend the practice learning environment supports ongoing and effective communication.

R2.7 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 ☒ **NOT MET** ☐

R2.7 is met. Programme documentation confirms that USW ensure that technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment. Technology-enhanced and simulated learning is embedded within the faculty learning and teaching strategy. DEAL supports students to develop technology learning and digital skills capabilities. Students have access to a wide range of study skills and IT support mechanisms that are available both online and face-to-face. Learning materials are accessible using UniLearn.

Programme documentation details how student understanding of digitalisation and digital health will be further developed and supported through the ongoing school development of a digital health village. The opportunity for IPL will be further facilitated through students undertaking health and social care programmes working together on health and social care scenarios. The digital health village provides the opportunity for technology-enhanced and simulated learning.

To support the development of those skills that may occur infrequently, simulated learning in the faculty clinical simulation centre provides the opportunity for students to practice and develop midwifery skills. There's also the opportunity for IPL with emergency skills practiced as part of practical obstetric multi-professional training. Simulated clinical skills sessions are timetabled across modules to complement practice learning and the skills assessed in practice and evidenced in the MPAD.

Students tell us that rehearsing midwifery skills is valuable preparation for practice learning and describe how simulating the response to a breech birth supported their learning. Students tell us about their experiences of how clinical simulation skills development and technology enhanced learning is planned and delivered across the duration of the programme. They confirm that simulating skills such as catheterisation, venepuncture, suturing, episiotomy, artificial rupture of membranes and application of a foetal scalp electrode support preparation for practice learning. It's clear from the programme documentation and the approval visit that simulated learning doesn't replace practice.

R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies

MET ☒ **NOT MET** ☐

R2.8 is met. Programme documentation confirms that the programme provides a minimum of 4600 hours with an equal balance of 2300 practice and theory hours. The blended learning approach provides a range of synchronous and asynchronous learning and teaching strategies. Online and on campus lectures

and tutorials, scenario-based clinical skills practice, discussion forums, debates and workshops facilitate the development of midwifery practice.

Evidence provides assurance that the following requirements are met

R2.9 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:

R2.9.1 full time education and training as a midwife is a minimum of three years and 4,600 hours,

YES ☒   **NO** ☐   **N/A** ☐

R2.9.2 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 ☐   **NO** ☐   **N/A** ☒

There's no shortened pre-registration midwifery programme proposed.

R2.9.3 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 ☐   **NO** ☐   **N/A** ☒

There's no shortened pre-registration midwifery programme proposed.

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

YES   ☒   **NO** ☐

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

YES   ☒   **NO** ☐

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐

Date: 9 December 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:	**MET** ☐	**NOT MET** ☐

N/A

Standard 3: Practice learning

AEIs together with practice learning partners must:

R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives

R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families

R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working

R3.4 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

R3.5 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services

R3.6 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

R3.7 take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities

R3.8 ensure students experience the range of hours expected of practising midwives, and

R3.9 ensure students are supernumerary

Findings against the standard and requirements

Provide an <u>evaluative summary</u> 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.

R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives

MET ☒　　**NOT MET** ☐

R3.1 is met. Programme documentation, students, PLPs, practice supervisors practice assessors and the programme team confirm that practice learning opportunities are planned and enable students to develop and meet the SPM.

Practice learning experiences provide a range of practice learning environments within maternity services as evidenced in the midwifery placement allocation plan. Students undertake antenatal, intrapartum, postnatal and neonatal care opportunities in acute and community settings. Students also have the opportunity to learn from and work with continuity of carer teams.

The MPAD provides evidence of how students achieve the SPM and meet the programme outcomes. Practice learning and achievement is monitored and recorded in the MPAD. Progression is frequently monitored by practice supervisors and practice assessors and at each progression point with academic assessors. Practice assessors confirm and record achievement of the SPM and academic assessors verify this in the MPAD.

Programme documentation details and students confirm that they anonymously evaluate all practice learning environments. Students tell us that they complete electronic evaluations at the end of each practice learning experience. PLPs tell us that any issues raised are reported back anonymously and if necessary, they investigate any issues raised. Student course representatives present student views and any issues at quarterly student and staff course liaison groups (SSCLGs). Students tell us that course representatives provide them with feedback on the outcomes and actions from the SSCLGs. Student voice representatives represent their student group at course boards, the faculty quality assurance committee and faculty learning and teaching enhancement committee.

USW has robust procedures in place for escalating concerns about safe and effective care in practice learning environments. These are communicated clearly in student facing documentation. Students confirm that they have briefings on these in preparation for placement lectures. Students, the programme team and PLPs tell us that they understand these procedures and that they have been implemented effectively. Students report that they receive assurance that the issues they raise are dealt with promptly and that any satisfactory resolutions are reached and reported.

Programme documentation confirms that educational audits of all practice learning environments are undertaken in partnership by USW and PLPs. PLPs tell us how this process supports capacity, is flexible and is reviewed to ensure quality student learning.

R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families

MET ☒ **NOT MET** ☐

R3.2 is met. Programme documentation, students, PLPs and the programme team confirm that students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families.

The midwifery placement plan demonstrates that there's a wide range of practice learning opportunities within maternity services across all three years of the programme. There's a clear link between the content of modules and practice learning experiences that provide students with suitable opportunities to experience the role and scope of the midwife. These include public health, mental health and the societal issues that influence the health and well-being of women, infants and families. Module content emphasises the importance of cultural awareness and holistic and compassionate care. Students must evidence in the MPAD achievement of assessments that demonstrate they provide holistic care to women, infants and families. Students undertake a minimum of two experiences of the continuum of care for women in each year of the programme. Students tell us that they value these experiences in enabling them to participate in planning, implementing and evaluating individualised midwifery care.

Programme documentation, PLPs and the programme team confirm that students are supported to make up any practice learning hours ensuring that they experience the role and scope to the midwife and continuity of care. Students tell us that they feel well supported to make up any lost practice learning hours. Practice supervisors and practice assessors confirm that they regularly review and record practice learning hours in the MPAD.

R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working

MET ☒   **NOT MET** ☐

R3.3 is met. Programme documentation confirms that IPL and multi-agency teamwork are integrated across the curriculum, enabling students to explore other professional roles and develop effective multidisciplinary collaboration and communication skills. There's a number of IPL opportunities, it's a key feature of the three practice modules where students work and learn alongside other students. The opportunity for IPL will be further facilitated through the digital health village platform. Students undertaking health and social care programmes work together on health and social care scenarios that incorporate decision-making skills. This IPL strategy provides students with the opportunity to consider the continuum of care for all women and newborn infants. Programme documentation including module content demonstrates how students develop knowledge, attitudes, skills and behaviours by engaging in authentic simulated IPL.

Student representatives tell us that there's been limited opportunities to engage in face-to-face IPL during recent campus restrictions. They raised this at a staff-student liaison meeting as an issue and tell us that they're assured that the programme team are proactively responding by planning an increase in the opportunities for IPL. The programme team confirm that student midwives will with nursing students undertake simulated learning involving the use of an emergency care ambulance and the clinical skills centre. Students and PLPs confirm that there's opportunities in practice learning environments for student participation in

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interdisciplinary and multi-agency teams, in both acute and community settings. IPL in practice is documented in the MPAD.

R3.4 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 ☒   NOT MET ☐

R3.4 is met. Programme documentation confirms a clear and agreed practice learning plan between USW and PLPs. Throughout the programme a wide range of maternity settings provide effective learning opportunities. Continuity of midwifery carer for women and families enable students to achieve the proficiencies related to continuity of carer across the whole continuum of care for all women and newborn infants. Students tell us that they're undertaking several continuity cases through the placement allocation model. PLPs and students confirm that all students have the necessary opportunities to achieve the proficiencies for continuity of midwifery carer, across the whole continuum of care for all women and newborn infants. The MPAD sets out the expectations for learning and has sections for monitoring student completion of continuity of carer learning experiences. There's also a separate instruction manual for students on the process to undertake their continuity of carer cases. The MPAD requires SUC feedback and students tell us that they're required to obtain SUC feedback in each practice learning placement.

R3.5 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services

MET ☒   NOT MET ☐

R3.5 is met. Programme documentation demonstrates and students and PLPs tell us that students have learning opportunities across a wide range of midwifery practice learning environments throughout the programme. These enable students to participate in antenatal, intrapartum, postnatal and neonatal care in acute and community settings. There are also opportunities for practice experience with continuity of carer midwives. All learning is evidenced in the MPAD.

Students tell us that they feel confident that their midwifery care practice learning needs are met and are of a good quality. Newly qualified midwives tell us that they're well prepared to practice as novice midwives. Programme documentation details how students have the opportunity to work under supervision with families across the socio-economic spectrum of society.

Students confirm that they evaluate practice learning using the once for Wales practice learning experience evaluation tool. They complete an evaluation for each practice learning placement; this is collated by USW. PLPs tell us that they monitor

student practice evaluations and that they inform each practice learning environment of any comments. The placement management system uses a red flag system to indicate potential risks to the student learning experience. If any student issues are identified link lecturers support students and if considered appropriate a review of educational audits is undertaken. The process is clearly detailed in student and practice supervisor and practice assessor facing documentation, and in the practice-based learning processes document.

R3.6 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 factors

MET ☒   **NOT MET** ☐

R3.6 is met. The midwifery placement plan confirms that students have exposure to learning experiences that support the development of the knowledge, skills and behaviours needed to care for women and newborn infants when complications and additional care needs arise. Students, PLPs, practice supervisors and practice assessors confirm that there's opportunities to relate this learning to physical, psychological, social, cultural and spiritual factors. Year two practice learning placements include gynaecology, neonatal units, theatre and specialist clinics. In year three students experience adult intensive and critical care placements and they learn from specialist midwives ensuring that learning increases in complexity.

All practice learning experiences are recorded in the MPAD and monitored by practice supervisors, practice assessors and academic assessors to ensure achievement of the SPM. Practice assessments include an assessment of the professional behaviours required of a registered midwife within the Code (NMC, 2018).

R3.7 Take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities

MET ☒   **NOT MET** ☐

R3.7 is met. Programme documentation confirms that student needs and adjustments are considered in line with the USW disability support policy. Individual support plans are developed by the disability service in partnership with the programme leader and students. If reasonable adjustments are required to support students in practice, PLPs work in partnership with USW. A commitment from USW and PLPs ensures that reasonable adjustments are made to meet the discrete learning needs of students. Learning partnership agreements include reference to meeting any additional learning needs.

Student facing documentation confirms that they are advised to disclose any adjustments during orientation to their practice learning placement. This is recorded in the MPAD. PLPs and students tell us that processes are in place to ensure that student individual needs and personal circumstance are considered when allocating practice learning placements. Students describe how reasonable adjustments made in practice learning environments support student needs and disabilities. Students confirm that they receive outstanding advice and support from the USW disability services.

Evidence provides assurance that the following requirements are met

R3.8 ensure students experience the range of hours expected of practising midwives

YES ☒ **NO** ☐

R3.9 ensure students are supernumerary

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

Outcome
Is the standard met?   **MET** ☒ **NOT MET** ☐
Date: 9 December 2021
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐ **NOT MET** ☐ N/A

Standard 4: Supervision and assessment
AEIs together with practice learning partners must:

R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC *Standards framework for nursing and midwifery education*

R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC *Standards for student supervision and assessment*

R4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes

R4.4 provide students with feedback throughout the programme to support their development

R4.5 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

R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife

R4.7 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

R4.8 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

Findings against the standards and requirements

Provide an <u>evaluative summary</u> 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

R4.1 ensure that support, supervision, learning opportunities, and assessment complies with the NMC *Standards framework for nursing and midwifery education*

MET ☒   NOT MET ☐

R4.1 is met. Programme documentation evidence stakeholder and programme team meetings and how these have contributed to the design and structure of the programme, ensuring that it meets the requirements of the SFNME. There's evidence that robust governance frameworks are in place with shared USW and PLP responsibility to support student achievement. The student handbook and the MPAD confirm that students have appropriate learning opportunities, theoretical learning and assessment support. The programme team and students confirm that there's access to effective wider student services to support learning.

Students tell us that they are supported by personal tutors, who provide effective academic support. The student handbook, USW online resources and the programme team direct them to a range of programme specific and wider USW student support services. Students tell us that the services are accessible and effective in enabling achievement of the programme. Practice supervisors and practice assessors tell us that they understand how to help and support students to reflect on practice. Students tell us that they understand the procedures for escalating concerns about practice. These are made transparent in practice documentation. Students tell us that academic staff brief them on the procedures in preparation for undertaking practice learning. Students have the opportunity to register any practice learning concerns with clinical staff. Students, PLPs and the programme team confirm that students are made aware of their responsibilities for safeguarding the safety and wellbeing of vulnerable women and the newborn.

Programme documentation confirms that all students and practice learning environments understand and comply with student supernumerary status. This is clearly detailed in the MPAD, placement agreements, educational audits, the student handbook and in the preparation for practice supervisor and practice assessor documentation. Students tell us that they are supernumerary in practice learning environments and that this is maintained. Supernumerary status is monitored through the student placement evaluation and the USW placement management system.

Programme documentation and the faculty senior team and senior PLPs tell us that reports from system regulators are shared and collaborative action planning is undertaken. There's programme documentation that confirms that placement educational audit procedures are in place. The programme team and PLPs tell us educational audits are fit for purpose and can be reviewed when needed.

R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC *Standards for student supervision and assessment*

MET ☒   NOT MET ☐

R4.2 is met. Programme documentation confirms that the requirements for the SSSA are in place throughout the programme providing assurance that the SSSA is met. The roles, responsibilities and preparation of practice supervisors, practice assessors and academic assessors are clearly stated in the practice supervisor and practice assessor guide, student handbook and the MPAD. PLPs, practice supervisors, practice assessors and academic assessors tell us that they clearly understand their roles and responsibilities. There's a training plan in place to prepare students, practice supervisors, practice assessors and academic assessors to use the MPAD.

Suitably qualified staff within the midwifery programme team are academic assessors. Academic assessor and personal tutor roles are clearly defined, with academic assessors overseeing student progression and assessment and personal tutors providing an additional supportive role.

Programme documentation, students and the programme team confirm that different academic assessors are allocated at each programme progression point. The frequency of reviewing student progress by practice assessors and academic assessors is detailed in the student handbook and the MPAD. Formative midway progression reviews by practice supervisors and summative reviews by practice assessors are undertaken in each practice placement. Practice assessors assess students at the end of each year in collaboration with academic assessors who verify achievement. Progression towards achievement is recorded in the MPAD. The communication process between practice supervisors, practice assessors and academic assessors is clearly detailed in the MPAD.

R4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes

MET ☒   **NOT MET** ☐

R4.3 is met. There's clear programme and module mapping to evidence that programme and module outcomes are met. The programme is clearly mapped against the SPM including domains one to five of the SPM. There's clear mapping in the MPAD to the SPM. The programme is structured to provide a wide range of practice learning placements across maternity services ensuring that student midwives meet the SPM and programme outcomes. Where students aren't progressing there are processes in place to identify any concerns through formative assessments of proficiency. Programme documentation details how practice supervisors, practice assessors and academic assessors are involved in the decision-making process and formulation of action plans to ensure students are supported to progress. Action plans must be achieved for progression to proceed. There's clear direction throughout the MPAD to support the process.

R4.4 provide students with feedback throughout the programme to support their development

MET ☒   **NOT MET** ☐

R4.4 is met. Students are supported by practice supervisors and practice assessors in each practice learning environment. The All-Wales practice supervisor and practice assessor guide and the MPAD clearly define the roles and responsibilities of practice supervisors, practice assessors and academic assessors in supporting students to achieve the SMP. These also detail how feedback supports student development.

Module specifications detail the range of theoretical, formative and summative assessments. Students, PLPs and the programme team tell us about the effective processes in place to provide students with feedback throughout the programme to support their development. Students can if required access additional supportive feedback from personal tutors to further develop their academic writing skills. The student development and study skills centre provide feedback to further support students.

Formative and summative practice learning feedback is consistent and evidenced and recorded in the MPAD. SUCs including women and their families provide students with feedback in the MPAD. Students tell us that feedback from practice supervisors, practice assessors and SUCs is encouraging, supportive and effective in promoting their achievement. Practice assessors are responsible for the assessment of practice and this is verified by academic assessors and recorded in the MPAD. Practice assessors tell us that they provide both feedforward and feedback at each review and assessment point. Summative assessment is informed by formative assessments and feedback from practice supervisors and SUCs.

Evidence provides assurance that the following requirements are met

R4.5 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 ☒ **NO** ☐

R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife

YES ☒ **NO** ☐

R4.7 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 ☒ **NO** ☐

R4.8 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 ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 9 December 2021	
Post event review	
Identify how the condition(s) is met: N/A	
Date condition(s) met: N/A	
Revised outcome after condition(s) met:	**MET** ☐ **NOT MET** ☐
N/A	

Standard 5: Qualification to be awarded
AEIs together with practice learning partners must:
R5.1 ensure that the minimum award for a pre-registration midwifery programme

is at bachelor's degree level

R5.2 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[1]. 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.

Standards framework for nursing and midwifery education specifically R2.11, R2.20

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level

YES ☒ **NO** ☐

R5.2 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[2]. 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 ☒ **NO** ☐

Fall Back Award

If there is a fall back exit award with registration as a midwife all NMC standards and proficiencies are met within the award.

YES ☐ **NO** ☐ **N/A** ☒

There's no fall back award with registration as a midwife.

Assurance is provided that the *[Standards framework for nursing and midwifery education](#)* relevant to the qualification to be awarded are met

YES ☒ **NO** ☐

Outcome
Is the standard met?　　　　　　　　　　　　　　**MET** ☒ **NOT MET** ☐

Date: 9 December 2021

Post event review
Identify how the condition(s) is met:
N/A
Date condition(s) met:
N/A
Revised outcome after condition(s) met: MET ☐   NOT MET ☐
N/A

Section four

Sources 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	☒	☐
Programme specification(s)	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for midwives*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration midwifery programmes* (NMC, 2019) (Gateway 3)	☒	☐

Curricula vitae (CV) for relevant staff	☒	☐
CV of the LME	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☒	☐
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't proposed.		
List additional documentation:		
Additional comments: None identified.		

During the event the visitor(s) met the following groups:

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: BSc (Hons) midwifery, September 2021 X three BSc (Hons) midwifery, September 2020 X four BSc (Hons) midwifery, September 2019 X two		
Service users and carers	☒	☐

		YES	NO
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't proposed.			
Additional comments: None identified.			

The visitor(s) viewed the following areas/facilities during the event:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☐	☒
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
System regulator reports list: HIW, Cwm Taf Morgannwg University Health Board, 27 May 2021		
If you stated no above, please provide the reason and mitigation: USW is an approved AEI; visits aren't required.		
Additional comments: None identified.		

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Issue record			
Final Report			
Author(s):	Angela Poat Caroline Thomas	Date:	16 December 2021
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