

Programme approval report

Section one

Programme provider name:	Teesside University
Programme reviewed:	Registered Midwife - 18M <input type="checkbox"/> Registered Midwife - 24M <input type="checkbox"/> Registered Midwife - 36M <input checked="" type="checkbox"/> Registered Midwife - degree apprentice <input type="checkbox"/>
Title of programme(s):	BSc (Hons) Midwifery
Academic levels:	
Registered Midwife - 18M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 24M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 36M	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - degree apprentice	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Date of approval visit:	5 May 2022

<p>Programme start date:</p> <p>Registered Midwife – 18M Registered Midwife – 24 M Registered Midwife – 36 M Registered Midwife – degree apprentice</p>	<table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td>19 September 2022</td></tr> <tr><td> </td></tr> </table>			19 September 2022	
19 September 2022					
<p>QA visitor(s):</p>	<p>Registrant Visitor: Rowena Doughty Lay Visitor: Doug Carr</p>				

Section two

Summary of review and findings

Teesside University (TU) is an established and experienced approved education institution (AEI). The midwifery provision sits within the school of health and life sciences (the school).

The school propose a Bachelor of Science (Honours) (BSc (Hons)) midwifery programme with eligibility to apply to register with the Nursing and Midwifery Council (NMC) as a midwife. The proposed start date is 19 September 2022. The programme will be 36 months in duration and full-time. The programme proposes two intakes per year delivered on two campus sites; Teesside main campus and Darlington campus. There's no fall back exit awards that confer eligibility to register as a midwife with the NMC.

The pan-England and Northern Ireland (NI) midwifery ongoing record of achievement (MORA) is an integral part of the assessment of practice in the proposed programme. The programme is developed to meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for student supervision and assessment (SSSA) (NMC, 2018), the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) and the Standards of proficiency for midwives (SPM) (NMC, 2019). Plans are in place to ensure practice learning partners (PLPs), practice assessors and practice supervisors are prepared to support students.

Programme documentation and the approval visit confirm that there's effective partnership working between TU, students, PLPs and service users and carers (SUCs). Programme documentation and discussion at the visit confirm evidence of effective partnership working at operational and strategic levels with PLPs who support practice learning governance in line with the SSSA.

There's evidence of how PLPs work in partnership with TU to address any adverse reports, for example from the Care Quality Commission (CQC) and how the AEI and PLPs respond to and address issues raised by students. Collaborative reporting mechanisms are in place to manage and investigate concerns that potentially impact on student learning. This collaboration ensures that action plans are implemented which aim to prevent any compromise with regard to safety within practice learning environments and/or the quality of the student learning experience.

The approval visit is undertaken by remote means.

The SFNME isn't met at programme level as conditions apply.

Arrangements at programme level meet the SSSA.

The programme is recommended for approval subject to three NMC conditions, one joint NMC and university condition and one university condition. There's one NMC recommendation.

Updated 24 June 2022:

TU has provided documentation to meet the NMC conditions. TU confirm the university conditions have been met.

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:

Condition one: Provide documentary evidence that details where midwifery specific SUCs are engaged in programme learning, teaching and assessment. (SFNME R1.12; SPMP R2.4)

Selection, admission and progression:

None identified.

Practice learning:

Condition two: Provide a contextual document to demonstrate how the MORA will be implemented, to include confirmation of the programme requirements for proficiencies students have to complete for each part of the programme, how students' progress through the programme will be managed, including any flexibility on hours/proficiencies and how the

	<p>grading of practice will work. (SFNME R5.11; SPMP R4.1) (NMC and university condition)</p> <p>Condition three: Provide the updated practice learning handbook. (SFNME R3.2; SPMP R4.1)</p> <p>Assessment, fitness for practice and award:</p> <p>Condition four: Provide documentary evidence to demonstrate where simulated opportunities are included in the programme learning and teaching strategy, including where practice scenarios occur infrequently and a proficiency is required. (SPMP R2.7)</p> <p>Education governance: management and quality assurance:</p> <p>Condition five: Undertake a comprehensive review of documentation and meet the following requirements:</p> <ul style="list-style-type: none"> a. Address all areas identified in appendix A. b. Provide evidence of an approved course costing template c. Provide an approved course data collection form which reflects the delivery structure of the course. (University condition)
<p>Date condition(s) to be met:</p>	<p>16 June 2022</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The programme team are recommended to consider strengthening learning and assessment related to the principles of safe and effective administration and optimisation of medicines to enable students to demonstrate the ability to progress to a prescribing qualification following registration. (SPMP R4.3)</p>
<p>Focused areas for future monitoring:</p>	<p>Development of the SUC role within the programme.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Additional and revised copies of the programme documentation provide evidence the conditions have been met.

Documentary evidence has been provided which details where midwifery specific SUCs are engaged in programme learning, teaching and assessment. Condition one is met.

A MORA context document has been provided to demonstrate how the MORA will be implemented. The document includes confirmation of the programme requirements for proficiencies students have to complete for each part of the programme, how students' progress through the programme will be managed and includes detail of flexibility on hours/proficiencies and how the grading of practice will work. Condition two is met.

An updated practice learning handbook has been provided that reflects the current NMC framework and standards. Condition three is met.

Documentary evidence has been provided to demonstrate where simulated opportunities are included in the programme learning and teaching strategy, including where practice scenarios occur infrequently and a proficiency is required. Condition four is met.

The chair has confirmed that the university conditions are met.

AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	24 June 2022

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)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Programme documentation and discussion at the visit confirms a collaborative approach to programme development with key stakeholders. This includes maternity SUCs, PLPs, clinical placement facilitators, practice assessors and practice supervisors. The views of current midwifery students have informed the development of the programme. All stakeholder groups tell us that their feedback and contribution to the programme is reflected in the proposed programme.

Documentary evidence confirms, and SUCs tell us, that they've been involved in the development of the proposal. SUCs' involvement in the proposed midwifery programme mostly focuses on their involvement with the recruitment of students and participating in curriculum development activities. Although SUCs are involved in the teaching of students, there are aspirations for enhancing their input in teaching, learning and assessment. SUCs tell us that they're involved across the recruitment and selection process and in teaching and learning, and the programme team tell us that there's plans to further enhance SUC input in assessments. It's currently unclear in the programme documentation as to how midwifery specific SUCs are explicitly engaged in programme learning, teaching and assessment. Documentary evidence is required to demonstrate where midwifery specific SUCs are engaged in the programme. (Condition one)

PLPs, practice assessors and practice supervisors work collaboratively with the programme team and this is managed through the practice placement forum. Documentary evidence and the visit confirms that practice assessors and practice

supervisors understand the needs of midwifery students and that there's collaboration between TU and PLPs to implement the SSSA and MORA.

Documentary evidence, the programme team and PLPs confirm that there are processes in place to manage student and practice learning concerns. There are plans in place to develop academic assessors', practice assessors' and practice supervisors' understanding of the needs of students and the MORA documentation and processes. Documentary evidence and the approval process confirms that the academic assessor role is fully implemented by TU.

Documentary evidence confirms that procedures are in place to support theoretical and practice learning. There are processes to manage any issues of concern relating to practice learning environments and to resolve and mitigate any risks to student learning. Student representatives tell us that they're well supported in the practice learning environment. They tell us that there's a collaborative approach between practice assessors, practice supervisors and academic assessors. Students confirm that they're supported to report any issues or concerns relating to practice learning and they know how to access support. Documentary evidence confirms that students are supernumerary in practice learning environments.

Student representative meetings enable students to meet with members of the course team to discuss student and cohort issues. Student representatives are also members of the course board and are invited to course development meetings. A nominated third year student also attends student liaison meetings with the PLPs where the student voice is heard in practice. The nominated representative attends a course run by the student union in order to prepare them for the role.

A student voice strategy is in place, which is closely allied to both the AEI and the school learning and teaching strategies. This outlines the importance of the student voice in positively impacting on the delivery of programmes and the enhancement of the student experience. Guidance to staff around basic expectations, mechanisms for support and how staff should communicate with students about availability is evident. The sharing of good practice, through a buddying system and other approaches for staff new to discipline areas such as midwifery, assist in sharing knowledge about expectations surrounding the student voice. Guidance for academic staff is provided on the ways by which the student voice can be captured, from both an internal and external perspective and the ways in which evidence arising from the student voice is effectively discussed and acted upon where necessary.

Student representation is in place in the programme and the school, playing a key part in enhancing quality by acting as important liaison points between academic staff and student cohorts. Programme representatives are also members of boards and committees where the student learning experience is considered. A recent development has been the representation of students on placement liaison groups. Training for student representatives in the last two years has been provided

through remote sessions, although students tell us that there are already plans being made for a welcome return to face to face training. Students tell us that they have active social media chat groups which allow them to effectively share information between students in cohort groups and their representatives.

Guidance for students on raising and escalating concerns is in place which outline typical situations where concerns can be raised together with descriptions of the specific processes to be adopted in managing any concerns raised. A raising concerns flowchart provides a clear description of the steps taken in the event of any concerns about practice being observed by students, with timescales and responsibilities of individuals and organisational units clearly defined. Students are introduced to these aspects on commencement of training, receive updates on the importance of the policy and principles at the start of each subsequent year and are provided with signposts to key guidance such as the NMC guidance on raising concerns. TU staff tell us that there's active discussion within the midwifery team of lessons to be learned from fitness to practise, raising concerns and outcome reports of quality reviews and audits of placement areas.

Students tell us they're provided with a range of AEI, school and programme-based information that help them understand processes and procedures which impact on their time as a student. Students tell us that they receive information about the timing of placements and other detail, such as shift patterns, in a timely fashion. Similarly, information about activities relating to their teaching, learning and assessment is received within expected timeframes.

The midwifery programme seeks to provide opportunities for interprofessional education (IPE) in both practice and theory learning settings. A strategy for IPE is in place which seeks to provide a clear framework for how students on programmes engage in in multi-disciplinary learning. Underpinning the use and goals of IPE aims to improve the way individual students and teams work together, aspirations to ensure that students grow professionally and that there's improvement in the overall quality of care provided by student midwives.

IPE activity primarily focuses on teaching/curriculum content that's shared with other healthcare practitioner groups, but it's also planned through the provision of flexible learning opportunities that allow students to choose topics which suit their own interests. IPE opportunities thus enable students to apply their learning to practice and help in strengthening students' awareness of how different disciplines might approach learning associated with common healthcare topics.

IPE opportunities are embedded within the curricula of health and social care programmes with the intention that TU staff ensure that there's not only a prominent focus for interprofessional learning in assessment set for students but that there's a clear focus on the evaluation of the effectiveness of IPE in programme reports. TU have plans to strengthen IPE, particularly with the development of a new local medical school and a key focus for shaping IPE through the increased use of simulation.

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**

There's little evidence about the full range by which SUCs are involved in wider learning, teaching and assessment activities. The programme team has specific aspirations for broadening out representation for SUCs, but there's little evidence of how midwifery specific SUCs are used in all aspects of programme delivery.

Condition one: Provide documentary evidence that details where midwifery specific SUCs are engaged in programme learning, teaching and assessment. (SFNME R1.12; SPMP R2.4)

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:

Condition one: The programme team have provided documentary evidence that details where midwifery specific SUCs are engaged in programme learning, teaching and assessment.

Condition one is met.

Evidence:

BSc (Hons) midwifery module booklet, undated
TU course review event report, 7 June 2022

Date condition(s): 24 June 2022

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

Student journey through the programme

Standard 1: Selection, admission and progression

AEIs must:

- R1.1 appoint a lead midwife for education 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 health 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 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).

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 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

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 confirms that the entry requirements for the programme assesses the capacity to develop the students' literacy and digital skills. Applicants' digital ability is assessed as part of the interview process.

Programme documentation demonstrates evidence of how students develop the numeracy, literacy and digital technology skills required to meet the programme outcomes. Numeracy skills are integrated in modules to develop learning. To ensure that students demonstrate the numeracy skills required they have access to the safeMedicate application via the virtual learning environment (VLE). Students undertake a numeracy examination to a 100 percent pass mark in year two of the programme. Blended theory learning supports the development of literacy and digital technology skills and is supported through the TU VLE.

There's is a learning support centre provided by student and library services in partnership with the school. Services offered encourage students to discuss strategies and resources to help them fulfil their potential and include drop-in sessions, one-to-one tutorials and a range of workshops. Succeed@tees is a series of informal workshops and seminars designed and created to help students become more effective learners. Subjects covered include academic writing, referencing, reflective and critical writing, poster presentations, note making, arithmetic for drug calculations and assignment structuring.

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 health 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

A shortened midwifery programme isn't proposed.

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.

Programme documentation and discussion at the approval visit confirm that students who are in the first year of the current programme will transfer to the new programme at the beginning of their second year. The current programme is mapped against the new programme to ensure that the SPMP and SPM will be met following transfer. Current second year cohorts will remain on their current programme to completion.

Discussion at the approval visit identifies that any students from earlier cohorts who are unable to return to the current programme will undertake an individualised

mapping process, together with the programme lead and lead midwife for education (LME). An individualised learning plan will be created to ensure that the SPMP and SPM are met by the student at completion of the programme.

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

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

Transfer of programmes to the SSSA has been ongoing since 2018. All students are supported through 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: 5 May 2022

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 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](#) YES NO
- R2.3 ensure that programme learning outcomes reflect relevant *Standards of proficiency for midwives* YES NO

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.

- R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes MET NOT MET

R2.4 is not met. The school and the midwifery programme team recognise the contribution that SUCs make in developing and enhancing the midwifery programme. A guide for incorporating the input of SUCs is in use, which highlights mechanisms for effective consultation and details the practical ways in which SUCs can be involved with the programme. A dedicated website, focusing on SUCs involvement, is maintained by the school which aids in promoting the role of SUCs and provides helpful information for staff and SUCs.

The programme team tell us about their external engagement with maternity voices partnerships, which work together to review and contribute to the development of local maternity care.

A member of the school has a coordinating role in managing the involvement of SUCs, working with SUCs to facilitate their involvement in programmes. Guidance on involving and working with SUCs is provided for academic staff to help them assess their potential involvement in teaching, learning, assessment and evaluation activities. Specific guidance is made available on payment for SUCs and processes by which SUCs can communicate with key AEI staff, as well as the complaint procedure for individuals external to the AEI. Training for SUCs' involvement is provided, particularly for aspects relating to interviewing and recruiting students.

There's little evidence about the full range of activities by which SUCs are involved in learning, teaching and assessment. The midwifery team has specific aspirations for broadening out representation for SUCs, but there's also little evidence of how SUCs from other disciplines might be used in the midwifery programme. SUCs' involvement in the proposed midwifery programme mostly focuses on their involvement with the recruitment of students and participating in curriculum development activities. Although SUCs are involved in the teaching of students, there are aspirations for enhancing their input in teaching, learning and assessment. SUCs tell us that they're involved across the recruitment and selection process and in teaching and learning and the programme team tell us that there's plans to further enhance SUC input in assessments. It's currently unclear in the programme documentation as to how midwifery specific SUCs are explicitly engaged in programme learning, teaching and assessment. Documentary evidence is required to demonstrate where midwifery specific SUCs are engaged in the programme. (Condition one)

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

The programme isn't delivered in Wales.

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.

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 and discussion at the visit confirms that students are exposed to a range of midwifery practice placements. These include wards, units and clinics which provide antenatal, intrapartum, postnatal and neonatal care. The community setting enables the development of antenatal and postnatal knowledge and skills along with multidisciplinary, multi-agency team working in the care of healthy women and the newborn. The hospital-based experience provides students with the opportunity to develop knowledge and skills related to the intrapartum care of healthy women along with the immediate care of the newborn and early postnatal care. A hub and spoke placement strategy in year two facilitates exposure to women and their infants who have additional care needs such as neonatal units and clinics. In year three, students have various placement experiences to further develop confidence, experience and skills. As the year progresses, students demonstrate increasing confidence and ability to undertake midwifery care under 'indirect supervision' so that at the point of registration the student is professionally capable of autonomous practice to lead the care of healthy women and coordinate the care of women with complex needs.

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 not met. Students are issued with an iPad at enrolment and there's a range of learning resources to ensure they become confident in a range of applications and digital learning. The university Adobe creative campus toolkit is utilised throughout the modules to support blended learning as well as supporting learning and application while on clinical placements. Padlet, Sway, Forms, Collaborate and Teams are all utilised within learning and teaching strategies in the modules. Documentary evidence and discussions at the visit confirm the use of the online learning modules. E-learning for health, K2 which is an online interactive e-learning tool for fetal monitoring and safeMedicate are examples of technology enhanced learning opportunities encouraging student confidence and skill development in digital environments.

Approaches to the use of simulation are included within student handbooks. Simulation for the midwifery programme uses a combination of high-fidelity simulation and scenario-based role play, which not only increases student confidence, but also enables the refinement of key skills. Simulation mannikins, high-fidelity resources and emergency skills scenarios draw on real world

experiences to support the development of skills. These are supported by expert visiting lecturers and clinical practitioners. The programme team tell us that simulation is a key aspect of the teaching and learning strategy for the midwifery programme. High- and low-fidelity simulation fosters the development of proficiency in practice by achieving or working towards competency within a safe skills laboratory situation. There's been an expansion of use of simulation with the development of purpose-built simulation suites and equipment.

It's currently unclear as to how simulation is explicitly used as there's minimal detail about the strategic/operational place and role of simulation within the programme documentation. Documentary evidence is required to demonstrate where simulated opportunities are included in the programme learning and teaching strategy. It's also unclear how simulation is used to enhance learning where practice scenarios occur infrequently to meet a proficiency. (Condition four)

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 is 135 weeks of full-time study consisting of 50 percent theory and 50 percent practice, plus 21 weeks of annual leave over three full calendar years to a total of 156 weeks. The programme framework meets the requirements for 4,600 hours of learning, including 2,300 hours theory and 2,300 hours 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**

The proposed programme is a three-year undergraduate midwifery programme.

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

The proposed programme is a three-year undergraduate midwifery programme.

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

YES NO

There's little evidence about the full range by which SUCs are involved in wider learning, teaching and assessment activities. The programme team has specific aspirations for broadening out representation for SUCs, but there's little evidence of how midwifery specific SUCs are used in all aspects of programme delivery. (Condition one)

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

SUCs confirm their engagement in some aspects of the programme but it's not clear in the programme documentation exactly where they're involved. Documentary evidence is required to demonstrate where midwifery specific SUCs are engaged in programme learning, teaching and assessment.

Condition one: Provide documentary evidence that details where midwifery specific SUCs are engaged in programme learning, teaching and assessment. (SFNME R1.12; SPMP R2.4)

The programme team explain that simulation is used within the proposed programme, but this isn't clearly evidenced in the programme documentation. Documentary evidence is required to demonstrate where simulated opportunities are included in the programme learning and teaching strategy. It's unclear how simulation is used to enhance learning where practice scenarios occur infrequently to meet a proficiency.

Condition four: Provide documentary evidence to demonstrate where simulated opportunities are included in the programme learning and teaching strategy, including where practice scenarios occur infrequently and a proficiency is required. (SPMP R2.7)

Date: 5 May 2022

Post event review

Identify how the condition(s) is met:

Condition one: Documentary evidence has been provided that details where midwifery specific SUCs are engaged in programme learning, teaching and assessment.

Condition one is met.

Evidence:

BSc (Hons) midwifery module booklet, undated
TU course review event report, 7 June 2022

Condition four: Documentary evidence has been provided to demonstrate where simulated opportunities are included in the programme learning and teaching strategy, including where practice scenarios occur infrequently and a proficiency is required.

Condition four is met.

Evidence:

BSc (Hons) midwifery module booklet, undated
TU course review event report, 7 June 2022

Date condition(s): 24 June 2022

Revised outcome after condition(s) met:

MET **NOT MET**

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 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.

- 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. Documentary evidence and the approval visit confirm that practice learning opportunities enable students to develop and meet the SPM. Student progression towards the achievement of the SPM is documented in the MORA.

PLPs and documentary evidence confirm that practice learning opportunities expose students to learning experiences across all areas of maternity care. Hub and spoke placements are identified within all years of the programme to facilitate opportunities in a broad range of clinical areas in which students can observe, experience and participate in care for woman, the newborn and their families throughout the lifelong health continuum. Placements facilitate knowledge and skill development in universal care and additional care. Programme documentation identifies that, in year one, students have a community placement that enables the development of antenatal and postnatal knowledge and skills along with multidisciplinary, multi-agency team working in the care of healthy women and the newborn. Hospital-based experiences provide students with the opportunity to develop knowledge and skills related to the intrapartum care of healthy women along with the immediate care of the newborn and early postnatal care. The hub and spoke approach is utilised to enable placements where students are introduced to women experiencing complex social and psychological problems.

Year two placements build on the student's experience in year one in the care of healthy women, while learning to participate in the care of women, the newborn and families with complex pathophysiological, social and psychological additional care needs. Year three placements include community, intrapartum, antenatal/postnatal wards and maternity assessment units, enabling students to provide midwifery care across a range of settings and contribute to multidisciplinary/multi-agency team working. A final placement in the third semester consolidates practice from the community setting and provides opportunities for students to enhance critical thinking, problem solving and

leadership skills through the provision of midwifery care under indirect supervision of the practice learning team.

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. There's evidence that students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families across the care continuum. The programme team and PLPs confirm that there's sufficient practice learning opportunities to ensure students accessing the proposed programme can access the experiences that provide learning associated with the holistic needs of those who access maternity services. They tell us that practice learning environment capacity is continually monitored to ensure students have exposure to relevant learning opportunities.

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. The midwifery programme seeks to provide opportunities for IPE in both practice and theory learning settings. A strategy for IPE is in place which seeks to provide a clear framework for how students on programmes engage in interdisciplinary education. Underpinning the use and goals of IPE are aims to improve the way individual students and teams work together, aspirations to ensure that students grow professionally and that there's improvement in the overall quality of care provided by student midwives. IPE activity primarily focuses on teaching/curriculum content that's shared with other healthcare practitioner groups, but it's also planned through the provision of flexible learning opportunities that allow students to choose topics which suit their own interests. IPE opportunities thus enable students to apply their learning to practice and also help in strengthening students' awareness of how different disciplines might approach learning associated with common healthcare topics.

IPE opportunities are embedded within the curricula of the school with the express intention that AEI staff ensure that there's not only a prominent focus for interprofessional learning in assessment set for students, but that there's a clear focus on the evaluation of the effectiveness of IPE in course reports. There's a key aim for IPE to be strengthened, particularly with the development of a new local medical school and a key focus for shaping IPE through increased use of simulation.

Programme documentation confirms that there's interprofessional learning events across the programme. Students and PLPs tell us that there's opportunities in practice learning environments to support working alongside and collaboratively with a range of health and social care professionals, which will be recorded in the MORA documentation.

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. The programme team, students and PLPs tell us that there's learning opportunities in theory and practice that enable the achievement of the proficiencies related to midwifery continuity of carer (MCoC) across the whole continuum of care for all women and newborn infants. Discussions with PLPs at the visit highlight how MCoC in placement areas is currently challenging due to staffing, but there's a commitment to develop MCoC models of care across all placement areas.

Programme documentation and discussions at the visit confirm that the principles of continuity of care is developed over the duration of the course. In year one, students have the opportunity to explore the concepts of continuity of care and continuity of carer in theory and skill simulation sessions. In year two, students continue to work within a variety of models in the practice areas to enable an appreciation of the importance of continuity to individualised woman and family-centred care. This creates opportunities for the student to develop supportive relationships with individual women and their families. In year three, students are involved in the care of a small group of women throughout their childbirth experience including antenatal, intrapartum and postnatal care, within a continuity of care model.

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. The programme team and PLPs confirm that there's opportunities for students to experience the provision of midwifery care for a diverse population across a range of settings, including midwifery led services. Documentary evidence and discussion at the visit confirm that practice learning environments expose students to learning experiences across all areas of maternity care. These include complex care, special care baby units, neonatal intensive care units and specialist clinics. The PLPs tell us that students are increasingly accessing and learning from MCoC schemes across practice learning environments. Students tell us that they experience a range of learning opportunities on placements including a two-week elective placement during the third semester of year two.

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. Documentary evidence and the approval visit confirm that there's learning opportunities which enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complications and additional care needs arise. These include physical, psychological, social, cultural and spiritual factors. Practice learning environments reflect theory learning opportunities and include special care baby units and neonatal intensive care unit environments. Programme documentation, including module specifications, confirm that students learn and are assessed appropriately to ensure they meet this requirement. The programme handbook details student facing information that presents the concept of additional care needs for women and newborn infants.

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. Students tell us that they're able to request their home trust for practice placements and that their individual needs and personal circumstances are taken in account. Programme documentation and discussion at the visit confirm that student support mechanisms are in place, starting in the pre-induction period and developing during the induction week with an introduction to the school's disability co-ordinator. Opportunities to seek advice and guidance from their personal tutor continue through the programme.

Students requiring reasonable adjustments are supported by an occupational health assessment referral. Meetings then occur with relevant academic staff to ensure any identified reasonable adjustment is implemented in theory sessions and documented within the student's personal file. If they're relevant to practice placements, appropriate clinical and academic staff are informed. Students tell us that they're aware of their ability to request reasonable adjustment and that they're aware of the procedures by which adjustments can be made. Practice staff also tell us that they're aware of their responsibilities and abilities with regard to facilitating reasonable adjustments that may be needed when on placement experience.

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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 5 May 2022		
Post event review		
Identify how the condition(s) is met		
N/A		
Date condition(s):		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
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 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

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 not met. Documentary evidence and discussion at the approval visit demonstrate that TU, the programme team and PLPs have procedures and policies in place to evidence how students undertaking the proposed programme receive support, supervision, learning opportunities and assessment that comply with the SFNME. Students have access to module teams who provide academic support, and a range of student support services are also available across both campuses. The safeMedicate online package supports the development of medicines management and numeracy skills.

Documentary evidence and discussion at the visit confirm that students have access to a variety of practice learning settings to facilitate them to achieve the requirements of the SPM. Practice learning experiences are planned to facilitate students meeting with a diverse range of people in a variety of settings. All practice learning environments must meet the requirements of the approved educational audit process. Practice learning is supported by academic assessors, practice assessors and practice supervisors who work in partnership with students. There's evidence of robust communication processes between academic assessors, practice assessors and practice supervisors.

Academic staff are suitably qualified to deliver the programme, with new lecturers appropriately supported and prepared for the role of academic assessor. PLPs and the programme team confirm that there are sufficient appropriately prepared practice assessors, practice supervisors and academic assessors to support learning and assessment in practice learning environments.

Students tell us that they're well supported academically throughout the programme. They confirm that they can access student services and academic support from the programme team. Students tell us that formative and summative feedback effectively supports and enables their academic progress. The range of assessments detailed in the programme specification and module specifications

confirm that students can develop a wide range of skills relevant to midwifery practice.

There's a requirement for a MORA context document to accompany the MORA. This document is required to demonstrate that practice assessment is mapped to the curriculum and occurs throughout the programme to determine student progression. A MORA context document isn't provided and therefore a condition is applied. (Condition two)

The practice learning handbook is an out-of-date version, which refers to the Standards for pre-registraion midwifery education (NMC, 2009). An updated practice learning handbook is required. (Condition three)

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. The programme documentation and discussion with PLPs, students, practice assessors and practice supervisors confirm that support, supervision, learning opportunities and assessment complies with the SSSA. The MORA sets out the roles and responsibilities of practice assessors, practice supervisors and academic assessors. Preparation for the roles is detailed in programme documentation. The programme handbook confirms that students are provided with appropriate student facing documents that detail how they're supported, supervised and assessed in the practice learning environment.

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. Programme documentation and discussion at the approval visit confirm that students meet the SPM and the programme outcomes. Theory and practice learning are clearly mapped against the SPM and the programme outcomes. Module specifications detail the programme content, however there's limited evidence of how pharmacology and the principles of administration and optimisation of medicines are delivered and assessed in the programme. How students are supported to demonstrate the ability to progress to a future prescribing qualification as a registered midwife could be enhanced. (Recommendation one)

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

MET **NOT MET**

R4.4 is met. Programme documentation shows that assessment is designed to provide a wide variety of opportunities for students to demonstrate acquired academic theory and the subsequent application of knowledge and development

of clinical skills in practice placements. Students undergo a wide range of summative assessment, where in addition to assessing the achievement of module learning outcomes, the role of assessment is to promote student learning and performance through feedback. Module documentation demonstrates that feedback is provided for each summative assessment, which is mapped against assessment criteria.

Each module also has formative learning and feedback. Examples of formative learning and assessment include feedback during problem-based learning activities to facilitate enquiry and aid the development of academic writing skills, and presentation and peer-reviewed midwifery skills assessments in simulated activities.

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

At the visit the programme team explain how the MORA is implemented. However, the documentation that provides confirmation of the programme requirements for assessment in practice mapped to the curriculum and how practice assessment occurs throughout the programme, including how the grading of practice will work, is missing. A MORA context document is required. (Condition two)

Within the programme documentation the practice learning handbook is poorly constructed. It doesn't provide students with up-to-date information about the

programme and refers to the Standards for pre-registration midwifery education (NMC, 2009). An updated practice learning handbook is required. (Condition three)

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

At the visit the programme team explain how the MORA is implemented. However, the documentation that provides confirmation of the programme requirements for proficiencies students must complete for each part of the programme is missing. It's unclear as to how students' progress through the programme is managed, including any flexibility on hours/proficiencies. It's also unclear how the grading of practice will work. A MORA context document is required.

Condition two: Provide a contextual document to demonstrate how the MORA will be implemented, to include confirmation of the programme requirements for proficiencies students have to complete for each part of the programme, how students' progress through the programme will be managed, including any flexibility on hours/proficiencies and how the grading of practice will work. (SFNME R5.11; SPMP R4.1) (NMC and university condition)

The practice learning handbook is an out-of-date version, which refers to the Standards for pre-registration midwifery education (NMC, 2009). An updated practice learning handbook is required.

Condition three: Provide the updated practice learning handbook. (SFNME R3.2; SPMP R4.1)

Date: 5 May 2022

Post event review

Identify how the condition(s) is met:

Condition two: A MORA context document has been provided to demonstrate how the MORA will be implemented. The document includes confirmation of the programme requirements for proficiencies students have to complete for each part of the programme, how students' progress through the programme will be managed and includes detail of flexibility on hours/proficiencies and how the grading of practice will work.

Condition two is met.

Evidence:

MORA context document, May 2022

TU course review event report, 7 June 2022
Confirmation of approval of conditions and recommendations by the chair, 17 June 2022

Condition three: An updated practice learning handbook has been provided that reflects the current SPMP.

Condition three is met.

Evidence:

BSc (Hons) midwifery, practice learning team handbook, undated
TU course review event report, 7 June 2022

Date condition(s): 24 June 2022

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

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 qualification¹. 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

<p>qualification². 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.</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Fall Back Award</p> <p>If there is a fall back exit award with registration as a midwife all NMC standards and proficiencies are met within the award.</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p> <p>There's no fall back exit award that confers eligibility to register as a midwife with the NMC.</p>	
<p>Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Outcome</p>	
<p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>	
<p>Date: 5 May 2022</p>	
<p>Post event review</p>	
<p>Identify how the condition(s) is met:</p> <p>N/A</p>	
<p>Date condition(s) met:</p> <p>N/A</p>	
<p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>N/A</p>	

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for midwives</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration midwifery programmes</i> (NMC, 2019) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the LME	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: The programme doesn't include an apprenticeship route.		
List additional documentation: Post visit evidence to meet conditions: BSc (Hons) midwifery module booklet, undated MORA context document, May 2022 BSc (Hons) midwifery, practice learning team handbook, undated Confirmation of approval of conditions and recommendations by the chair, 17 June 2022 TU course review event report, 7 June 2022		
Additional comments: The practice learning handbook presented is out of date. An up-to-date version is required through application of condition three.		

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: BSc (Hons) midwifery, September 2019 x two BSc (Hons) midwifery, January 2020 x one BSc (Hons) midwifery, September 2020 x one BSc (Hons) midwifery, September 2021 x one		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: The programme doesn't include an apprenticeship route.		
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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: Cygnets Appletree, CQC inspection report, 25 August 2021 South Tees Hospitals NHS Foundation Trust, CQC inspection report, 2 July 2019 Tees, Esk and Wear Valleys NHS Foundation Trust, CQC inspection report, 10 December 2021 York Teaching Hospital NHS Foundation Trust, CQC inspection report, 16 October 2019		
If you stated no above, please provide the reason and mitigation: TU is an established AEI and visits to facilities aren't required as part of this approval.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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Issue record

Final Report

Author(s):	Rowena Doughty Doug Carr	Date:	15 May 2022
Checked by:	Ian Felstead-Watts	Date:	18 May 2022
Submitted by:	Amy Young	Date:	4 July 2022
Approved by:	Colleen Regan	Date:	6 July 2022