

**Programme approval report**

**Section one**

<b>Programme provider name:</b>	De Montfort University
<b>Programme reviewed:</b>	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"/>
<b>Title of programme(s):</b>	BSc (Hons) Midwifery
<b>Academic levels:</b>	
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
<b>Date of approval visit:</b>	24 May 2022
<b>Programme start date:</b>	<input type="text"/>
Registered Midwife – 18M	<input type="text"/>

<p>Registered Midwife – 24 M Registered Midwife – 36 M Registered Midwife – degree apprentice</p>	<table border="1"> <tr> <td data-bbox="738 304 1010 353"></td> </tr> <tr> <td data-bbox="738 353 1010 403">3 October 2022</td> </tr> <tr> <td data-bbox="738 403 1010 454"></td> </tr> </table>		3 October 2022		
3 October 2022					
<p><b>QA visitor(s):</b></p>	<p>Registrant Visitor: Nicola Clark Lay Visitor: Mary Rooke</p>				

**Section two**

**Summary of review and findings**

De Montfort University (DMU) is an established and experienced approved education institution (AEI). The division of maternity and child health is responsible for the midwifery provision within the Leicester school of nursing and midwifery (the school) as part of the faculty of health and life sciences (the faculty).

DMU proposes a pre-registration midwifery programme to meet the requirements of the Standards for pre-registration midwifery programmes (SPMP) (Nursing and Midwifery Council (NMC), 2019) and Standards of proficiency for midwives (SPM) (NMC, 2019). The proposed programme is a full-time undergraduate three-year Bachelor of Science Honours (BSc (Hons)) midwifery route and leads to professional registration as a midwife.

The programme proposes two intakes each year and will be delivered on the DMU city campus. Student numbers and intake dates are agreed in collaboration with practice learning partners (PLPs).

The programme has exit awards at academic levels four, five and six. The exit awards don't confer eligibility to register as a midwife with the NMC.

Students in year one of the current pre-registration midwifery programme will transfer to year two of the proposed programme when eligible to progress into year two. Students in year two of the current programme won't transfer onto the proposed programme.

The programme is developed in response to local workforce and commissioning need and in partnership with PLPs. Discussion with all stakeholders evidence co-production with PLPs, students and service users (SUs). It's clearly detailed how the curriculum has been informed by international and national policies, research and professional and global agendas.

Curriculum content and practice learning experiences are mapped against, and are designed to meet, the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for student supervision and assessment (SSSA) (NMC, 2018), the SPMP and the SPM. Both senior PLPs and the senior team at DMU confirm that they work in partnership to assure the quality of the student learning experience, and that any concerns emerging from practice learning including any adverse Care Quality Commission (CQC) reports are collaboratively addressed.

The programme adopts the midwifery ongoing record of achievement (MORA), which is graded and will be accessed via the online platform My Knowledge Map. The MORA is the product of a collaborative development and is based on the

established pan-London model. The development of the MORA used regional stakeholder engagement including all lead midwives for education (LMEs) in England and Northern Ireland, and is supported by Health Education England.

Recognition of prior learning isn't available for pre-registration midwifery programmes.

This approval visit is undertaken by remote means.

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

The programme is recommended for approval subject to one NMC condition, three joint NMC and university conditions and two university conditions. Three NMC recommendations are made.

Updated 22 July 2022:

DMU have submitted additional and revised programme documentation to meet the one NMC and the three joint NMC and university conditions. They confirm that the two university conditions are met.

All conditions are met.

The programme is recommended to the NMC for approval.

**Recommended outcome of the approval panel**

**Recommended outcome to the NMC:**

Programme is recommended to the NMC for approval

Programme is recommended for approval subject to specific conditions being met

Recommended to refuse approval of the programme

<p><b>Conditions:</b></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified.</p> <p><b>Selection, admission and progression:</b></p> <p>Condition one: Provide evidence that students have been consulted and provided written consent to the proposed transfer to the SPMP. (SFNME R2.1; SPMP R1.4) (NMC and university condition)</p> <p>Condition two: Provide evidence that equality, diversity and inclusion (EDI) training is undertaken by stakeholders engaged in student recruitment and selection. (SFNME R2.6; SPMP R1.4)</p> <p><b>Practice learning:</b></p> <p>Condition four: Provide evidence of how placement capacity is monitored to ensure midwifery programme outcomes can be achieved, particularly in relation to births. (SPMP R3.1) (NMC and university condition)</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>Condition three: Revise the theoretical assessments, including the systematic physical examination of the newborn and resit attempts in the objective structured clinical examination (OSCE) and numeracy assessments, to ensure they are fair, reliable and valid. (SFNME R5.8; SPMP R4.1) (NMC and university condition)</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition five: Programme team to ensure all student facing documentation is updated to reflect accurate details within the programme handbook (relevant virtual learning environment (VLE) shell), module specifications, programme specifications and programme specific regulations. This will include all corrections provided by the panel prior to and during the approval visit. These revisions must include:</p> <ul style="list-style-type: none"> <li>• The revised requirements for the exit award,</li> </ul>
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	<p>BSc health-related studies.</p> <ul style="list-style-type: none"> <li>• The clarification of the essential components within the assessment table of the module specifications.</li> <li>• The reassessment notes properly aligning to the reassessment opportunities available.</li> <li>• A review of the programme specific regulations with regards to reassessment opportunities to ensure correctness for this programme, resubmitting them to taught programme management committee if required.</li> <li>• Confirmation that the NMC required documentation is present within the programme handbook/relevant VLE shell. (University condition)</li> </ul> <p>Condition six: To satisfy the NMC conditions. (University condition)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>11 July 2022</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: To consider strengthening SU input to the student journey within the midwifery programme. (SFNME R1.12; SPMP R2.4)</p> <p>Recommendation two: To consider making explicit that DMU global hours are not part of programme hours. (SFNME R2.15; SPMP R2.8)</p> <p>Recommendation three: To consider providing a structured approach to developing pharmacology knowledge in student facing documentation. (SPMP R2.6)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>Placement capacity.</p> <p>Academic assessor role and implementation, including liaison between practice assessors.</p> <p>EDI training of all stakeholders involved in recruitment and selection.</p>

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

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

Additional and revised programme documentation provides assurance that the conditions are met.

A student consent to transfer letter that was sent to all eligible students confirms that students have agreed to transfer to the proposed programme. A Microsoft Excel spreadsheet details the number of eligible students who have agreed to the transfer. Condition one is met.

A revised flowchart evidences the process that ensures that all stakeholders have undertaken EDI training as a pre-requisite for involvement in the student recruitment and selection process. This demonstrates how up-to-date EDI training is recorded. Condition two is met.

The revised programme handbook and programme specification confirm that the summative assessment for the systematic examination of the newborn and the numeracy examinations have been reviewed and amended. Condition three is met.

A live training planner document details theory and placement block weeks. This permits adjustments to be made in response to the placement environment and capacity. Achievement of the required births is monitored by personal tutors and the academic assessors. There's a process in place if this can't be evidenced. Condition four is now met.

An email from the chair of the approval panel confirms that the university conditions have been met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	22 July 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.**

Documentation and the approval visit demonstrate that DMU is committed to partnership working with stakeholders in the development, delivery and evaluation of the programmes at both strategic and operational levels. Stakeholder involvement is evidenced in minutes of curriculum steering and development groups and programme management committee meetings. PLPs, students and SUs tell us that they've been involved in the co-production of the programme.

There's documentary evidence of the patient advisor and SU roles and responsibilities, with opportunities for SU involvement in curriculum development, recruitment, teaching and in providing and receiving feedback. This includes the review of modules, role play in OSCEs and providing feedback on student performance in practice that's recorded in the MORA. SUs tell us that they'd like to be involved further with all elements of the proposed programme.

(Recommendation one)

There's documentary evidence of the involvement of SUs and PLPs in the midwifery programme recruitment and selection process; this is confirmed at the visit. PLPs undertake EDI training as part of mandatory training. They tell us however that there's the potential that training becomes out of date due to update sessions being missed. There's no clear evidence of how EDI training is monitored to ensure that all those who are involved in the recruitment and selection of students are prepared to undertake recruitment activities. (Condition two)

Student engagement in feedback and evaluation processes is undertaken through the involvement of elected student cohort representatives who participate in programme management boards and staff and student consultative committees. Students complete practice learning evaluations and each programme module is evaluated. The student voice is the mechanism used to ensure that students are heard at all levels across DMU.

There's clear evidence of how inter-professional learning (IPL) is applied in the programme. The DMU IPL strategy identifies who is involved in healthcare and other professional programmes including nursing, paramedic science, operating department practitioners, police, social work and pharmacy. This reflects the national and professional workforce agenda, and aims to provide IPL opportunities in both theory and practice learning settings. IPL is further strengthened by the online learning space, Northside. This fictitious online town provides scenario-based materials that are accessed using an interactive map. Students from different healthcare programmes can reflect on the lived experiences of SUs and adopt solution-based approaches to care issues. IPL opportunities are also evidenced in the MORA and in non-midwifery placements that include learning opportunities in for example gynaecology and operating theatres.

The MORA requires evidence of the involvement of SUs and students in the feedback, supervision and assessment processes. Caseload holding occurs in the programme via Northside and culminates in an eight-week placement with continuity of care and/or community teams at the end of year three.

The SSSA is established in the midwifery programme. Students and PLPs confirm that the SSSA is operationalised in practice. The MORA evidences how students receive feedback from practice assessors and practice supervisors at specific stages of the programme. Students tell us that assessment and feedback processes consider their individual learning needs including reasonable adjustments and support needs.

A learning environment, assessment and placement (LEAP) agreement is in place, which evidences how DMU and PLPs work together to agree and quality assure practice learning opportunities. LEAP details how any adverse regulatory, professional and statutory body reports are communicated and actioned.

There are quarterly meetings of the practice learning committee, reporting to the placement innovation in nursing and midwifery group which is overseen by the faculty director of practice. This approach ensures that the quality of practice learning environments is managed and monitored. The programme team collaborate with PLPs to undertake biennial educational audits which, together with relevant action plans, are stored on the programme VLE shell and are accessible to all stakeholders.

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](#)

<b>MET</b> <input type="checkbox"/> <b>NOT MET</b> <input checked="" type="checkbox"/>
<p>There's no clear evidence of how EDI training is monitored to ensure that all those who are involved in the recruitment and selection of students are prepared to undertake recruitment activities.</p> <p>Condition two: Provide evidence that EDI training is undertaken by stakeholders engaged in student recruitment and selection. (SFNME R2.6; SPMP R1.4)</p> <p>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: <a href="#">Standards for student supervision and assessment</a></p>
<b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
<b>Post event review</b>
<p><b>Identify how the condition(s) is met:</b></p> <p>Condition two: A revised flowchart evidences the process that ensures that all stakeholders have undertaken EDI training as a pre-requisite for involvement in the student recruitment and selection process. This demonstrates how up-to-date EDI training is recorded.</p> <p>Condition two is now met.</p> <p>Evidence: Revised, EDI assurance for midwifery interviews flowchart, undated</p>
<p><b>Date condition(s) met:</b> 22 July 2022</p>
<b>Revised outcome after condition(s) met:</b> <b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>

<b>Student journey through the programme</b>
<b>Standard 1: Selection, admission and progression</b>
<p><b>AEIs must:</b></p> <p>R1.1 appoint a <u>lead midwife for education</u> who is responsible for midwifery education in the AEI</p> <p>R1.2 inform the NMC of the name of the lead midwife for education</p> <p>R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes</p> <p><b>AEIs together with practice learning partners must:</b></p> <p>R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education</p>

- 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

R1.4 is not met. The involvement of SUs and PLPs in the midwifery programme recruitment and selection process is evidenced in programme documentation and is confirmed at the approval visit. PLPs undertake EDI training as part of mandatory training. They tell us however that there's the potential that training becomes out of date due to update sessions being missed. There's no clear evidence of how EDI training is monitored to ensure that all those who are involved in the recruitment and selection of students are prepared to undertake recruitment activities. (Condition two)

Two cohorts of first year students will transfer to the new programme at the beginning of year two in October 2022 and January 2023 respectively. There's no documentary evidence that confirms that all eligible students agreed to the proposed transfer arrangements. It's reported that the programme leader met with students who verbally agreed to transfer. Not all the students attended the face-to-face meeting to agree the transfer. Those who didn't attend were sent an email asking if they had any questions or objections; for those who didn't respond consent was assumed and not evidenced. (Condition one)

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. The admission criteria are clearly evidenced. All applicants undertake a literacy and numeracy test at interview.

The VLE Blackboard supports digital learning. The DMU 'base camp' is an interactive course on Blackboard which provides information on teaching and learning, time management, digital skills, assessment and good academic practice that includes how feedback is provided. Blackboard is used to share information and programme content to engage students in online activity. It's the platform that

provides access to safeMedicate, the Royal Marsden online packages and the virtual community Northside. Digital and technological learning is effectively managed by the school, and students are further supported by learning co-ordinators who are part of the school's enhancing through technology group.

There's evidence that confirms DMU have resources in place to support online learning. A blended learning approach includes asynchronous and face-to-face teaching that's recorded using the online recording tool DMU Replay.

**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

**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.**

Two cohorts of first year students will transfer to the new programme at the beginning of year two in October 2022 and January 2023 respectively. The current

programme is mapped to the SPMP and SPM, with additional sessions timetabled to ensure all new programme learning outcomes can be achieved. Additional numeracy and medicines management sessions are included to prepare students to undertake the safeMedicate package.

There's no documentary evidence that confirms that all students have agreed to the proposed transfer arrangements. It's reported that the programme leader met with students who verbally agreed to transfer. Not all eligible students attended the face-to-face meeting to agree the transfer. Those who didn't attend were sent an email asking if they had any questions or objections; for those who didn't respond consent was assumed and not evidenced. (Condition one)

Current second year students will remain on the current programme.

Students who are currently interrupted from earlier cohorts will undertake an individualised mapping process, supported by the programme leader. This includes individualised learning plans to ensure that the new programme learning outcomes are achieved.

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

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

The SSSA is implemented in the current programme.

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

YES  NO

There's no documentary evidence that all students have agreed to the proposed transfer arrangements. (Condition one)

There's no clear evidence of how EDI training is monitored to ensure that all those who are involved in the recruitment and selection of students are prepared to undertake recruitment activities. (Condition two)

**Outcome**

**Is the standard met? MET  NOT MET**

There's no documentary evidence that all students have agreed to the proposed transfer arrangements.

Condition one: Provide evidence that students have been consulted and provided written consent to the proposed transfer to the SPMP. (SFNME R2.1; SPMP R1.4) (NMC and university condition)

There's no clear evidence of how EDI training is monitored to ensure that all those who are involved in the recruitment and selection of students are prepared to undertake recruitment activities.

Condition two: Provide evidence that EDI training is undertaken by stakeholders engaged in student recruitment and selection. (SFNME R2.6; SPMP R1.4)

**Date:** 24 May 2022

**Post event review**

**Identify how the condition(s) is met:**

Condition one: A student consent to transfer letter sent to all students confirms that students have agreed to transfer to the proposed programme. A Microsoft Excel spreadsheet details the number of eligible students who have agreed to the transfer.

Condition one is now met.

Evidence:

Student consent to transfer letter, undated  
Spreadsheet, number of student consents, undated

Condition two: A revised flowchart evidences the process that ensures that all stakeholders have undertaken EDI training as a pre-requisite for involvement in the student recruitment and selection process. This demonstrates how up-to-date EDI training is recorded.

Condition two is now met.

Evidence:

Revised, EDI assurance for midwifery interviews flowchart, undated

**Date condition(s) met:** 22 July 2022

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

**MET**  **NOT MET**

**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 met. Documentation details SU involvement in curriculum development, recruitment, teaching and feedback. This includes the review of modules, role play in OSCEs and providing feedback on student performance in practice that's recorded in the MORA. SUs tell us that they'd like to be involved further with all elements of the proposed programme. (Recommendation 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 the MORA confirm that theory and practice learning is designed and delivered in the programme. The curriculum adopts a salutogenic and meaningful approach which focuses on women's health and wellbeing. There are four core principles; professional advocacy, quality improvement, human rights and inclusivity and diversity. The programme plan details how student allocation to practice placements is managed. The plan includes antenatal, postnatal, labour and birth and community, with placements for non-maternity, gynaecology and neonatal units. All learning experiences are recorded in the MORA. Students are supported in practice by link lecturers and clinical practice facilitators (CPFs). Practice supervisors and practice assessors tell us that they are well supported by the practice learning team at DMU.

The proficiencies related to medicines management and pharmacology are aligned to the Competency framework for all prescribers (Royal Pharmaceutical Society, 2021). Programme documentation doesn't clearly detail if all related teaching sessions are mandatory and if a record of student completion is maintained. The programme team should consider how they can provide a more structured approach to developing pharmacology knowledge in student facing documentation. (Recommendation three)

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. Digital teaching and learning groups are identified in the DMU learning and teaching strategy, and recognise the need for high quality and inclusive learning opportunities for all student groups. There's a faculty enhancing learning through technology group which, with the school enhancing through technology group, leads, directs and co-ordinates technology-enhanced and simulated learning opportunities. There are online packages for clinical skills development, specifically the Royal Marsden online, safeMedicate that supports drug administration and Northside, the virtual community. Northside has been specifically developed in collaboration with SUs and PLPs and provides authentic experiences based on real life events.

Clinical skills development is delivered face-to-face using high and low fidelity simulation activities. Simulated learning opportunities don't count towards practice hours. Simulated and technology-enhanced learning is used to prepare students for practice with specific relevance to multiple complexities and obstetric emergencies. Achievement of the SPM is demonstrated in practice learning settings. If opportunities to demonstrate some proficiencies are limited, they may be demonstrated through simulation; this includes for example perineal suturing and vaginal breech births.

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. The proposed three-year programme evidences a minimum of 4,600 hours with 50 percent theory and 50 percent practice hours. There are opportunities for students to undertake short periods of study abroad under the DMU global process. These hours don't contribute to programme hours; this isn't clearly stated in student facing documentation. The programme team should consider making this clearer for students. (Recommendation two)

There's a blended learning approach with asynchronous and face-to-face teaching that's recorded using the online recording tool DMU Replay. There's evidence that confirms DMU have resources in place to support online learning.

Practice learning weeks are 37.5 hours.

Documentation clearly evidences a range of appropriate teaching and assessment strategies including the use of digital technologies. Summative assessment is clearly stated in module specifications. The programme team tell us that formative assessment is timetabled.

**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 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 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: 24 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: <span style="float: right;">MET <input type="checkbox"/> NOT MET <input type="checkbox"/></span>
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 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 not met. The MORA, produced through the collaboration of midwifery education and PLPs across England and Northern Ireland, details the SPM and

the United Nations Children’s Fund United Kingdom baby friendly initiative university standards (2019) including how these are achieved.

PLPs and the programme team confirm that there are sufficient varied and appropriate practice learning opportunities to enable students to achieve the required programme learning outcomes and the SPM. Students tell us that there are occasions when it’s difficult to meet the required numbers of births if several cohort/year groups are in placement at the same time. (Condition four)

Students are allocated to one NHS trust for the duration of the programme and are supported by CPFs, practice learning facilitators (PLFs), link lecturers and the programme team to meet the requirements of the SSSA.

The programme team and PLPs tell us there are sufficient resources to support students to achieve the proficiency for the systematic physical examination of the newborn.

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

The role and scope of the midwife is embedded in the programme specification and clearly detailed in theoretical and practice learning outcomes. Practice focused summative assessments are embedded in the MORA.

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. Inter-disciplinary and multi-agency team working opportunities are described in the placement descriptor pages on the DMU placement hub. IPL opportunities are also detailed in the educational audit document. PLPs employ CPFs and PLFs to ensure that students are supported to engage with all available learning opportunities.

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. PLPs and students confirm opportunities to achieve continuity of midwifery carer. This increases incrementally throughout the programme, building on from simulated caseload holding through Northside in year one to the

involvement in continuity of care in complex situations in practice and caseload holding with minimum supervision in community teams in the final year of the programme.

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. Practice learning opportunities are provided across two acute units including birthing centres, a standalone midwifery led birth centre and eight community midwifery teams. There's a diverse population across a large geographical area ranging from rural to multicultural inner-city areas. There's significant provision in integrated mental health, learning disabilities and community health services that students can access.

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. PLPs tell us, and students confirm, that there's a range of practice learning opportunities across acute units providing neonatal intensive care and integrated mental health and community services.

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. Documentation confirms that students assess and agree their needs for reasonable adjustments with personal tutors, the faculty disability team and practice learning leads. DMU's occupational health department is involved in the assessment of any reasonable adjustments based on health needs. DMU placement officers liaise with PLFs to ensure suitable practice placements are offered. There's the opportunity within this process to action spiritual and cultural needs. The section in the MORA 'about me' enables students to record any reasonable adjustments and alert practice supervisors and practice assessors to them. Students are encouraged at both DMU and practice placement inductions to disclose any needs as soon as possible to ensure that appropriate support can be facilitated.

PLPs tell us about their understanding of this process and how they work in collaboration with the faculty and the programme team to ensure that students are supported appropriately in practice. Students share examples of how these

processes work in practice, and tell us that they feel well supported with their individual needs both in practice and at DMU.

**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

PLPs and the programme team confirm that there are sufficient varied and appropriate practice learning opportunities to enable students to achieve the required programme learning outcomes and the SPM. Students tell us that there are occasions when it's difficult to meet the required numbers of births if several cohort/year groups are in placement at the same time.

Condition four: Provide evidence of how placement capacity is monitored to ensure midwifery programme outcomes can be achieved, particularly in relation to births. (SPMP R3.1) (NMC and university condition)

**Date:** 24 May 2022

**Post event review**

**Identify how the condition(s) is met**

Condition four: A live training planner document used for all cohorts details theory and placement block weeks. This permits adjustments to be made in response to the placement environment and capacity. This addresses all placements in Leicestershire and Lincolnshire. Achievement of the requirement for 40 births for student midwives is monitored by personal tutors and the academic assessors. An additional intrapartum placement is facilitated if students don't evidence 40 births by the end of the programme and ahead of the final assessment board. The situation is closely monitored by the LME and programme lead in collaboration with heads of midwifery and placement leads. This monitoring identifies those

individual students who are considered for adopting the 30 births with involvement in 20 others in line with the EU Directive.

Condition four is now met.

Evidence:

BSc (Hons) midwifery, live training planner conditions document, undated

**Date condition(s) met:** 22 July 2022

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

#### 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. Programme documentation details that DMU and PLPs have effective procedures and policies in place to demonstrate how support, supervision, learning opportunities and assessment comply with the SFNME. However, at the approval visit it was evident that there is a misalignment between the type of assessments and the number of attempts students can have, particularly in relation to the OSCE and numeracy examinations. (Condition three)

Documentary evidence indicates that students can achieve the SPM through access to a variety of practice placements. There are practice learning experiences in each year of the programme which are designed to facilitate students meeting a diverse range of people in a variety of practice and community settings.

Placement educational audits document any adverse issues or concerns raised through student feedback or professional, regulatory and statutory bodies which may affect student practice learning. Action plans with associated timings and assignments are reviewed by PLPs and DMU collaboratively during programme management team meetings. This is confirmed by PLPs and the programme team at the approval visit.

Student facing documentation confirms and students tell us that they're aware of the raising and escalating concerns policy and know how to access and report any concerns.

Students tell us that they complete the MORA and are assessed in each year of the programme. This ensures that they achieve the requirements of the SPM to enable them to progress to final achievement of the SPM.

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 MORA sets out the roles and responsibilities of practice supervisors, practice assessors and academic assessors. Students are allocated to practice supervisors, practice assessors and academic assessors to support and supervise learning and assessment in practice. Progression towards the achievement of the SPM is recorded in the MORA. Practice learning environments have a nominated person to further support students.

The programme team are suitably qualified academic staff who undertake academic assessor roles. Academic assessors are in place in the current pre-registration midwifery programme and the SSSA is implemented in the programme.

Academic assessor and personal tutor roles are clearly defined in programme documentation. Academic assessors oversee student progression and assessment; personal tutors provide an additional supportive, pastoral role. CPFs, practice assessors and practice supervisors tell us about the training they

undertake and resources available on the DMU placement hub to enable them to prepare for and carry out their roles.

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. The programme is clearly mapped to the SPM and programme outcomes.

The MORA requires students to collect and record regular feedback from practice supervisors and to complete interim reviews with practice assessors. If, at any time, there is a cause for concern, practice assessors and academic assessors are involved in the decision-making process. There's clear signposting throughout the MORA to prompt this action.

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

**MET**  **NOT MET**

R4.4 is met. Students receive feedback in both practice and theory from a range of stakeholders. Feedback from practice supervisors and interim formative assessments with practice assessors are recorded in the MORA. SU feedback on student performance in practice is included in the MORA and contributes to the holistic assessment process. Feedback on summative assessments aim to prepare students for future assessments and include commentary on areas of strength and areas for development.

Feedback on formative assessments aims to prepare students for summative assessments.

**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

Programme documentation details that DMU and PLPs have effective procedures and policies in place to demonstrate how support, supervision, learning opportunities and assessment comply with the SFNME. However, at the approval visit it was evident that there is a misalignment between the type of assessments and the number of attempts students can have, particularly in relation to the OSCE and numeracy examinations. (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

Programme documentation details that DMU and PLPs have effective procedures and policies in place to demonstrate how support, supervision, learning opportunities and assessment comply with the SFNME. However, at the approval visit it was evident that there is a misalignment between the type of assessments and the number of attempts students can have, particularly in relation to the OSCE and numeracy examinations.

Condition three: Revise the theoretical assessments, including the systematic physical examination of the newborn and resit attempts in the OSCE and numeracy assessments, to ensure they are fair, reliable and valid. (SFNME R5.8; SPMP R4.1) (NMC and university condition)

**Date:** 24 May 2022

### Post event review

**Identify how the condition(s) is met:**

Condition three: The summative systematic examination of the newborn assessment has been amended from an OSCE to a viva voce/professional discussion. This is evidenced in the revised programme and module specification. The resit attempts for all module specifications that include OSCEs and numeracy examinations have been reviewed to clearly specify that all reassessments are capped at 40 percent.

Condition three is now met.

Evidence:

Revised, programme and module specifications document, undated

**Date condition(s) met:** 22 July 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 qualification<sup>1</sup>. 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<sup>2</sup>. 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 exit award which confers eligibility to register as a midwife with the NMC.

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: 24 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

**Section four**

**Sources of evidence**

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

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
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 (NMC, 2018) (Gateway 1)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment (NMC, 2018) apply to the programme(s) (Gateway 2)</i>	<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 (NMC, 2019) (Gateway 3)</i>	<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: No apprenticeship route is proposed.		
List additional documentation: Post visit documentation: Revised, EDI assurance for midwifery interviews flowchart, undated Student consent to transfer letter, undated Spreadsheet, number of student consents, undated BSc (Hons) midwifery, live training planner conditions document, undated Revised, programme and module specifications document, undated		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>
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: Two x year one, 2021, BSc (Hons) midwifery Two x year two, 2020, BSc (Hons) midwifery Three x year three, 2019, BSc (Hons) midwifery		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: No apprenticeship route is 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)	<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: CQC report, Aarons Specialist Unit, 9 April 2020 CQC report, Barons Park Care, 21 March 2018 CQC report, Clarendon Mews Care, 20 August 2021 CQC report, Kettering General Hospital NHS Foundation Trust, 22 May 2019 CQC report, Lincolnshire Community Health Services NHS Trust, 29 September 2018 CQC report, Lincolnshire Partnership NHS Foundation Trust, 22 June 2020 CQC report, Northampton General Hospital NHS Trust, 24 October 2019 CQC report, United Lincolnshire Hospitals NHS Trust, 8 February 2022		
If you stated no above, please provide the reason and mitigation: DMU is an experienced AEI; practice visits weren't required.		
Additional comments: None identified.		

**Mott MacDonald Group Disclaimer**

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

**Issue record**

**Final Report**

Author(s):	Nicola Clark Mary Rooke	Date:	30 May 2022
Checked by:	Bernadette Martin	Date:	7 June 2022
Submitted by:	Amy Young	Date:	8 August 2022
Approved by:	Leeann Greer	Date:	10 August 2022