

**Programme approval report**

**Section one**

<b>Programme provider name:</b>	Canterbury Christ Church 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>	20 June 2022
<b>Programme start date:</b>	
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 1099 349"></td> </tr> <tr> <td data-bbox="738 349 1099 394">19 September 2022</td> </tr> <tr> <td data-bbox="738 394 1099 450"></td> </tr> </table>		19 September 2022		
19 September 2022					
<p><b>QA visitor(s):</b></p>	<p>Registrant Visitor: Nicola Clark Lay Visitor: Kuldeep Singh</p>				

**Section two**

**Summary of review and findings**

Canterbury Christ Church University (CCCU) is an established and experienced approved education institution (AEI). The school of nursing, midwifery and social work (the school) is responsible for the midwifery provision within the faculty of medicine, health and social care (the faculty).

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

The proposed programme is planned to commence in September 2022 with one intake of students across both the Canterbury and Medway campuses. From September 2023 there will be two intakes in each year; the September 2023 intake will be delivered at the Canterbury campus and the January 2024 intake will be delivered at the Medway campus. The decision to increase student numbers is made in advance of each academic year and agreed with CCCU and practice placement partners (PLPs). The decision to increase the number of student intakes is in response to the Health Education England (HEE) midwifery expansion project.

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.

The programme adopts the midwifery ongoing record of achievement (MORA) for the assessment of practice, which is graded. The MORA is accessed using the PebblePad online platform. The MORA is the product of a collaborative development 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 HEE. There's a MORA context document that provides specific information about using the MORA at CCCU.

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

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

Programme documentation confirms that the curriculum content and practice learning experiences are designed to meet and are mapped to the SPM and the SPMP. There's mapping to the Standards framework for nursing and midwifery

education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC, 2018).

There's evidence that the programme has been developed in partnership with PLPs and local workforce and commissioning leads. There's limited evidence of how student and service user (SU) feedback has informed programme development. Triangulation at the approval visit didn't provide assurance that there's active or sustained SU involvement in the programme.

There's no assurance that students are continuously supervised and that they are supernumerary in practice learning environments. There's concern that midwives are reluctant to supervise students in practice.

There's evidence of student feedback mechanisms that encourage students to provide feedback. Students confirm that they know how to raise and escalate concerns. However, they tell us that feedback and concerns raised with the programme team haven't always been acted upon. Students also tell us that reporting any concerns in the practice learning environment is often dependent on those individuals who are on duty. They tell us that this impacts on whether they feel empowered to raise and escalate any practice concerns.

This approval visit is undertaken by remote means.

The SFNME and SSSA aren't met at programme level. The recommendation to the NMC is to refuse approval of the programme.

There are seven NMC conditions, two of which are joint NMC and university conditions. There are five university only conditions. One NMC recommendation is made.

**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>Condition one: Provide an implementation plan which details how maternity SUs will be involved in the ongoing future design, recruitment and selection, delivery, assessment and evaluation of the midwifery programme. (SFNME R1.12; SPMP R2.4)</p> <p><b>Selection, admission and progression:</b></p> <p>None identified.</p> <p><b>Practice learning:</b></p> <p>Condition two: The AEI in partnership with PLPs must demonstrate the process of assuring students' supernumerary status for the required 2,300 programme hours. (SPMP R3.9)</p> <p>Condition three: Provide programme documentation that explicitly details how students access practice learning opportunities that enable them to achieve the programme proficiencies associated with continuity of midwifery carer across the care continuum and how the AEI responds to student concerns in relation to achieving this. (SFNME R2.3; SPMP R3.4)</p> <p>Condition six: Detail how the quality of appropriate supervision can be assured across the programme. (SFNME R1.4, R2.4, R4.6; SSSA R2.1, R2.2, R3.1, R4.1; SPMP R4.1, R4.2)</p> <p>Condition seven: Provide evidence of how the AEI and PLPs work in partnership to ensure appropriate preparation of practice assessors and practice supervisors. (SSSA R5.2, R8.4; SPMP R4.2)</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>Condition four: Provide programme documentation that explicitly details how students are supported to achieve the knowledge and skills for midwives required in Article 40 (3) in particular in relation to pharmacology. (SPMP R4.8) (NMC and university condition)</p>
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	<p><b>Education governance: management and quality assurance:</b></p> <p>Condition five: Detail the strategies to ensure student feedback is listened to and acted upon appropriately by the programme team. (SFNME R4.9; SPMP R2.1) (NMC and university condition)</p> <p>Condition eight: Update the programme documents to reflect the up-to-date terms of equality and diversity, to replace language around culture and beliefs, as per the SFNME. (University condition)</p> <p>Condition nine: Rephrase the advice about extenuating/exceptional circumstances in programme documentation. (University condition)</p> <p>Condition 10: To include the development of student resilience and support for student mental health into the programme. (University condition)</p> <p>Condition 11: To update the student handbook so that its focus is on student support, including:</p> <ul style="list-style-type: none"> <li>• orientating to degree level study.</li> <li>• strategies to support students' learning such as digital literacy and academic skills support.</li> <li>• details about passing proficiencies during practice and what happens if a proficiency is failed. (University condition)</li> </ul> <p>Condition 12: The programme team must ensure that the programme documents are checked for spelling, formatting and grammar. (University condition)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>N/A</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: To consider how practice assessment is fair, reliable and valid. (SFNME R5.8; SPMP R4.1)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>Partnership working with SUs. Supernumerary status of students in placement.</p>

	<p>The achievement of proficiencies associated with continuity of carer and pharmacology.</p> <p>The process for student feedback.</p> <p>Preparation of practice assessors and practice supervisors.</p>
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<b>Programme is recommended for approval subject to specific conditions being met</b>	
<b>Commentary post review of evidence against conditions:</b>	
N/A	
<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>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input checked="" type="checkbox"/></p>
<b>Date condition(s) met:</b>	N/A

### Section three

<b>NMC Programme standards</b>
<p>Please refer to NMC standards reference points</p> <p><a href="#">Standards for pre-registration midwifery programmes</a> (NMC, 2019)</p> <p><a href="#">The Future midwife: Standards of proficiency for registered midwives</a> (NMC, 2019)</p> <p><a href="#">Standards framework for nursing and midwifery education</a> (NMC, 2018)</p> <p><a href="#">Standards for student supervision and assessment</a> (NMC, 2018)</p> <p><a href="#">The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</a> (NMC, 2015 updated 2018)</p> <p><a href="#">Quality assurance framework for nursing, midwifery and nursing associate education</a> (NMC, 2020)</p>

## NMC Programme standards

[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.**

Documentary evidence and the approval visit demonstrate partnership working with PLPs in the development, delivery and evaluation of the programme at both strategic and operational levels. Senior PLPs confirm this. Operational PLPs tell us that they've received verbal updates about the programme development from the programme team. PLPs at the approval visit tell us that they weren't involved in the decision to maintain the grading of practice, they do however tell us that they agree that it's appropriate to continue to grade practice.

PLPs tell us that they're involved in recruitment and selection processes and confirm that they are required to provide evidence of equality and diversity training prior to any involvement with the recruitment process.

There's documentary evidence of an expert by experience (EBE) SU process of co-production and development, recruitment, delivery, assessment, evaluation and governance. The SU and carer sub-committee (SUCSC) coordinates SU involvement and activity with support from senior faculty members. The SUCSC reports formally to the faculty teaching learning and assessment committee and is responsible for developing, communicating and embedding SU focused strategies across the school and the AEI. There's evidence of recent SU involvement with organisations including the maternity voices partnership (MVP) and Abigail's Footsteps.

The SU representative at the approval visit confirms that SU involvement in the programme is recent; they tell us there's work ongoing to strengthen and develop SU involvement further. They tell us that feedback provided has influenced some elements of the current programme, for example the development of questions to be used at recruitment to the programme. Students tell us that they couldn't recall SUs or EBEs being involved in programme teaching sessions or assessments. They confirm that SU feedback is required as part of the practice assessment documentation.

Students tell us about their reluctance to ask for SU feedback as they don't feel they can intrude on SUs' privacy. The students tell us that obtaining support to gain SU feedback isn't easily facilitated by their practice supervisors. The SU representative describes how members of the MVP group have reported positively

about the care received from students. They tell us that they aren't aware about the process for how this feedback is passed onto students or the programme team. The SU representative describes a 'your voice is heard' initiative for students, however students tell us they didn't know about this initiative. Programme documentation and discussions at the approval visit don't provide assurance that there's a structured approach or a robust inclusive strategy that demonstrates the involvement of SUs in the programme. There's also no evidence of how SU involvement will be embedded throughout the programme. (Condition one)

Students tell us that they'd been asked about what does and doesn't work well in the current programme in order to inform the proposed programme. They tell us that feedback is requested at the end of each module, and that they meet with the course director in each trimester. Students tell us that when they've provided feedback this isn't always actioned. They describe an example where they've provided feedback on the timing of module formative assessments which they feel are too early. They tell us that they feel they hadn't learnt enough to prepare them to undertake these assessments and, in some cases, didn't undertake the assessment opportunity. They've reported this in module evaluations but haven't had any feedback. Students tell us that they don't feel that the programme team listen to them. (Condition five)

Documentary evidence demonstrates that there's a student-staff liaison policy. Nominated student representatives meet with the LME and course directors at student-staff liaison meetings in each trimester. There's student and PLP representation at bi-annual course committee meetings, and at continuous course improvement planning meetings which consider module and programme evaluations. Students are aware that student ambassadors attend recruitment and selection events, and a student led midwifery society (MidSoc) organises additional learning and social opportunities through the MidSoc committee.

Inter-professional learning (IPL) is established at CCCU with evidence of an IPL strategy. There are opportunities for students to understand the roles of other professionals involved in the care of women, babies and their families at different points in the programme. Students undertake mandatory training, including manual handling and basic life support, alongside students from other health and social care courses. An example of IPL is that there's an annual domestic violence conference enabling students to interact with other professionals such as the police, teachers, health visitors and social workers. IPL opportunities are evidenced in the MORA, and in non-midwifery placements including gynaecological nursing, medicine and operating theatres. Students also undertake emergency scenario simulated learning activities.

The faculty practice learning sub-committee has strategic responsibility for ensuring that practice learning environments support quality learning opportunities. There's one PLP NHS organisation who have an action plan in place to monitor maternity services. This is in response to a review being undertaken in the

organisation. The programme team and PLPs tell us that there's collaboration between the head of midwifery and CCCU placement and quality directors where issues emerging from any adverse reporting, including Care Quality Commission (CQC) reports, are considered and action plans developed. This is reported at faculty quality committee meetings.

Inter-professional pan-London practice learning environment biennial educational audits are undertaken in all practice learning environments and are overseen by the senior lecturer for placement learning (SLPL). Educational audits are organised and recorded on an electronic database by the practice learning unit (PLU) and available to programme teams, practice learning environments and associated PLPs.

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 no assurance that there's a structured approach or a robust inclusive strategy that demonstrates the involvement of SUs in the programme. There's also no evidence of how SU involvement will be embedded throughout the programme.

Condition one: Provide an implementation plan which details how maternity SUs will be involved in the ongoing future design, recruitment and selection, delivery, assessment and evaluation of the midwifery programme. (SFNME R1.12; SPMP R2.4)

Students tell us that when they've provided feedback this isn't always actioned by the programme team. They tell us that they don't feel listened to.

Condition five: Detail the strategies to ensure student feedback is listened to and acted upon appropriately by the programme team. (SFNME R4.9; SPMP R2.1) (NMC and university condition)

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: [Standards for student supervision and assessment](#)

**MET**  **NOT MET**

**Post event review**

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

N/A

**Date condition(s) met:**

N/A

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

N/A

### Student journey through the programme

#### Standard 1: Selection, admission and progression

**AEIs must:**

- R1.1 appoint a 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 Annex 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
R1.5.3 demonstrate values in accordance with the Code	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
R1.5.4 have capability to learn behaviours in accordance with the Code	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
R1.5.5 have capability to develop numeracy skills required to meet programme outcomes	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
R1.5.6 can demonstrate proficiency in English language	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
R1.5.7 have capability in literacy to meet programme outcomes	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
R1.5.8 have capability for digital and technological literacy to meet programme outcomes	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met</b>	
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 <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
R1.6 is met. Documentary evidence and the approval visit confirms that numeracy, literacy and digital and technological literacy are transferable skills determined during the recruitment and selection process. These continue to be developed across the programme modules.	

Numeracy, literacy and digital and technological literacy is integrated into learning activities, including online learning, and are assessed in theory and practice contexts. The virtual learning environment (VLE) Blackboard platform provides information on teaching and learning, time management and digital skills. Summative theoretical assessments are submitted via the VLE and the plagiarism checking platform Turnitin; students receive assessment feedback via blackboard.

A combination of face-to-face learning and online learning supports the development of digital literacy. The MORA is accessed using the online PebblePad platform. Online communication tools, social media and flipped classroom approaches support the development of digital and technological literacy.

**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**

There's no shortened route 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.**

Students from the September 2021 cohort will transfer to the proposed programme. September 2020 students will continue on the existing programme. The programme team confirm that students were contacted by email to inform them about the transfer to the programme and offered a virtual meeting with the course director followed by a 15-day period to respond and consent to transfer.

There's mapping of the existing programme modules to the proposed programme evidencing how students will achieve the additional requirements for year three of the proposed programme. Existing students who are temporarily suspended will return to the proposed 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.**

All students have transferred to the SSSA.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to selection, admission and progression are met  
**YES**  **NO**

**Outcome**

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

**Date:** 20 June 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

R2.1 is not met. Students confirm that they provide feedback at the end of modules and on experiences during practice learning. They tell us that they meet with the course director in each trimester. They describe an example where they've provided feedback on the timing of module formative assessments which

they feel are too early. They tell us that they feel they hadn't learnt enough to prepare them to undertake these assessments and, in some cases, didn't undertake the assessment opportunity. They've reported this in module evaluations but haven't had any feedback. Students tell us that their feedback isn't actioned. (Condition five)

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. Documentary evidence suggests that SUs are involved across the programme to ensure programme quality assurance and governance. There's some evidence of the development of a partnership with the local MVP group. This is a new and evolving partnership; no support or training needs have been identified. The SU representative tells us that there has been some recent involvement in the programme and that there's ongoing work to strengthen and develop further SU involvement in the programme. They tell us that feedback provided has influenced some elements of the programme, and they tell us that they aren't sure how their feedback is passed to students or the programme team.

Students aren't able to provide us with examples of the involvement of SUs in the current programme. There's limited evidence of any planned involvement of diverse community advocacy groups. Discussion at the approval visit didn't provide assurance that there's a structured approach or a robust inclusive strategy for co-production and future involvement of SUs and how this will be embedded throughout 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 is only delivered in England.

**Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met.**

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 are appropriately designed and delivered. The curriculum is underpinned by the feminist principles of respect, egalitarianism and acceptance. It uses the principles of care ethics to underpin the values placed on the environment and respectful interpersonal relationships.

CCCU's learning, teaching and assessment strategy describes recognition of the need for high-quality and inclusive learning opportunities for diverse student groups including those with protected characteristics. Students complete an academic learning self-contract to guide developing theoretical knowledge into practice learning environments.

Students undertake 20 weeks of scheduled practice learning in each year and normally remain at the same NHS trust for the duration of the programme. A range of maternity experiences include acute and midwifery led settings, community hubs and SUs' own homes. Students also gain experience in non-maternity areas such as gynaecology, surgery and medicine. Practice learning weeks are 40 hours a week; students are required to work across a full range of shift patterns to experience 24-hour care.

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. Documentary evidence of webpage screenshots and video tours showcase CCCU's technology-enhanced and simulated facilities. It's explicit that simulation doesn't count towards practice hours. Relevant experienced academic and practice staff from a range of professional disciplines, in both the practice and academic settings, facilitate the use of real-life scenarios, role-play, simulation of situations and skills learning in a simulation suite utilising equipment which parallel practice environments. A flipped-classroom approach enables students to work independently, utilising tools and resources including narrated PowerPoint presentations, podcasts, quizzes and the digital package Recap. These learning and teaching strategies are guided to support the further development of a range of topics.

Technology is used to provide flexibility and increased access to the student and personal academic tutor relationship that is facilitated through virtual meetings, phone calls and messaging; students also access face-to-face contact.

Achievement of the SPM is demonstrated in practice learning environments and recorded in the MORA. If opportunities to demonstrate some proficiencies are limited, they can be demonstrated in simulation, for example perineal suturing or vaginal breech births. Documentary evidence and discussion at the approval visit confirm that clinical emergencies and rare events are also included within taught modules and assessed through objective structured clinical examinations (OSCEs).

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 programme evidences a minimum of 4,600 hours with an equal balance of 50 percent theory and 50 percent practice. There's no provision for an elective placement.

A range of teaching and learning strategies are described in programme documentation and include lectures, small group tutorials and digital learning communities built on social media platforms including Blackboard Learn Ultra, Blackboard Collaborate and Meta. Online learning activities include online discussions, reflections on practice and skills rehearsal sessions.

Digital platforms enable a blended learning approach and include video conferencing that facilitate cross cohort learning. Students tell us that there's appropriate preparation and support for learning activities with access to CCCU's student wellbeing services, academic and library support. Problem based learning is well established in the midwifery programme and facilitates students to be partners in the learning process.

**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 route 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 route proposed.

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

YES  NO

There's no assurance that there's a structured approach or a robust inclusive strategy that demonstrates the involvement of SUs in the programme. There's also no evidence of how SU involvement will be embedded throughout the programme. (Condition one)

Students tell us that when they've provided feedback this isn't always actioned by the programme team. They tell us that they don't feel listened to. (Condition five)

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

There's no assurance that there's a structured approach or a robust inclusive strategy that demonstrates the involvement of SUs in the programme. There's also no evidence of how SU involvement will be embedded throughout the programme.

Condition one: Provide an implementation plan which details how maternity SUs will be involved in the ongoing future design, recruitment and selection, delivery, assessment and evaluation of the midwifery programme. (SFNME R1.12; SPMP R2.4)

Students tell us that when they've provided feedback this isn't always actioned. They tell us that they don't feel listened to.

Condition five: Detail the strategies to ensure student feedback is listened to and acted upon appropriately by the programme team. (SFNME R4.9; SPMP R2.1) (NMC and university condition)

**Date:** 20 June 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 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, including the programme specification and student handbook, confirms a programme plan and theory/practice schedule that details practice learning opportunities which enable students to develop and meet the SPM. The MORA details how the SPM is achieved. PLPs and the programme team tell us that there are sufficient varied and appropriate practice learning opportunities to enable students to achieve the required programme learning outcomes and the SPM. The programme team and the PLPs also tell us there are sufficient resources to support students to achieve the proficiency for the systematic examination of the newborn.

Students are allocated to one NHS trust for the duration of the programme and are supported by the PLU, the SLPL and link lecturers, who are members of the midwifery programme 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. The MORA is structured to include the SPM and to enable students to record learning associated with and contributions to the holistic care to women, newborn infants, partners and families. Programme documentation confirms that holistic care is central to the ethos of the curriculum.

The role and scope of the midwife is embedded in the programme specification and clearly detailed in theoretical and practice learning outcomes. Practice focussed 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. Documentary evidence and discussion at the approval visit confirm that students have practice learning opportunities that expose them to the proficiencies related to interdisciplinary and multi-agency team working.

Practice learning opportunities that include inter-professional working and achievement of the SPM are recorded and assessed in the MORA.



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 not met. Programme documentation details how continuity of midwifery carer across the care continuum is addressed in theory in years one and two of the programme, and an evaluation and critique of the experience in year three. Progression towards achievement of the proficiency is recorded and assessed in the MORA.

Programme documentation suggests that there's provision of opportunities for midwifery led care. PLPs are working towards a variety of strategies to ensure continuity of midwifery carer and the caseload holding principles identified in the national target of 'Better Births'. The programme team tell us that they are developing a continuity of midwifery carer paper that will reflect the findings of the Ockenden report, however this is currently being updated and wasn't made available for review. All students at the approval visit tell us that they've not had continuity of midwifery carer or caseloading associated learning opportunities or experience in practice. They tell us that they've had no support when they report this. Students also tell us that they are aware of the adverse media coverage, and the impact of negative reports about maternity services. They tell us that the impact of this report hasn't been discussed with them, and that they haven't been able to provide their views on the report. Discussion with PLPs and the programme team didn't provide assurance that students have appropriate exposure to continuity of midwifery carer or caseloading practice. (Condition three)

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

**MET**  **NOT MET**

R3.5 is met. Programme documentation and discussion at the approval visit confirm that practice learning environments recognise and provide learning activities appropriate to the diverse international, ethnic and cultural mix of the United Kingdom population. Practice learning environments are appropriate to enable students to experience midwifery care for diverse populations across a range of settings, from midwifery led settings to obstetric led maternity 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 factors

**MET**  **NOT MET**

R3.6 is met. Programme documentation and discussion at the approval visit confirm that there's a range of practice learning opportunities that support the development of the knowledge, skills and behaviours required when caring for women and newborn infants when complications arise. Students experience learning 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. The student handbook details the range of support services available. This details the adjustments process to facilitate additional student support for learning if needed. The process to ensure students are supported across the programme involves partnership working between the LME and senior midwifery staff with practice learning environments.

CCCU and PLPs share information related to individual student adjustments when required, and ensure that these are considered in advance of the allocation of practice learning placements. The process is documented in the holistic placement learning support plan. It's the role of personal academic tutors (PATs) to oversee the effectiveness of support in partnership with students and PLPs. There's the opportunity within the process to implement further adjustments as required.

**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**

R3.9 is not met. Programme documentation explicitly states that practice learning ensures that students are supernumerary. Students tell us that they don't feel supported to be supernumerary and often work without support from staff in practice. Discussion with practice assessors and practice supervisors indicates that this appears to be normal practice. They tell us that students receive long arm supervision in that they undertake other placements and then return to the main placement. One practice representative tells us that the situation "it is what it is". There's no assurance that students are supernumerary in practice. (Condition two)

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

**YES**  **NO**

Students tell us they've had no continuity of midwifery carer or caseload holding associated learning opportunities or experience in practice. (Condition three)

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

There's no assurance that students are supernumerary in practice.

Condition two: The AEI in partnership with PLPs must demonstrate the process of assuring students' supernumerary status for the required 2,300 programme hours. (SPMP R3.9)

Students tell us they've had no continuity of midwifery carer or caseload holding associated learning opportunities or experience in practice.

Condition three: Provide programme documentation that explicitly details how students access practice learning opportunities that enable them to achieve the programme proficiencies associated with continuity of midwifery carer across the care continuum and how the AEI responds to student concerns in relation to achieving this. (SFNME R2.3; SPMP R3.4)

**Date:** 20 June 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 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 confirm that there's collaboration between CCCU, PLPs, other AElS, midwifery academics, students and SUs. PLPs describe the support that's in place to ensure that practice learning environments are prepared to use the MORA.

CCCU has a quality assurance and governance group that oversee professional programmes including design, implementation and monitoring. Educational governance processes include boards of studies and examination boards, operating within CCCU regulations.

There's evidence that students must complete the MORA to demonstrate how they achieve the SPM. A MORA context document supports the use of the MORA. In addition to completion of the MORA students complete an e-portfolio. The programme team tell us that this requires students to demonstrate additional evidence to support the MORA. The e-portfolio is assessed by the programme team; there's no requirement for practice assessors to review this alongside completion of the MORA. The programme team are advised to consider this

approach as it appears students are being assessed on two occasions and this may impact negatively on the assessment undertaken by practice assessors. The programme team should also consider the impact of additional workload for students. (Recommendation one)

Documentary evidence confirms the appointment of suitability qualified external examiners.

Programme documentation suggests that students are supported by practice supervisors in practice. Senior PLPs and the programme team confirm that this is managed. Senior PLPs confirm that the SSSA is supported in practice; they tell us that they aren't aware of any student concerns.

Students, however, tell us that they don't always work with practice supervisors. They describe a number of examples of how they often work unsupervised and that there isn't enough staff to support them. They tell us that they're told by staff in practice that this is normal. Students tell us it's normal for them to work as part of the team, an example of this includes taking care of women across a full shift without appropriate supervision by a midwife. They don't always feel supported to report these concerns and find that if they do, they aren't always listened to by practice or the AEI staff. They tell us that they know how to escalate and raise concerns but don't always feel empowered to do so. They tell us that making the decision to report a concern in practice depends upon "who's on duty". Students also feel that there are too many students in practice learning environments and that staff don't have time to appropriately supervise them. (Condition six)

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 not met. Programme documentation suggests that students are supported by practice supervisors in practice. Senior PLPs and the programme team confirm that this is managed. Senior PLPs confirm that the SSSA is supported in practice; they tell us that they aren't aware of any student concerns.

Students describe examples where they don't always work with practice supervisors. They don't always feel supported to report these concerns and find that if they do, they aren't always listened to by practice or the AEI staff. They tell us that they know how to escalate and raise concerns which aren't always listened to. They tell us about how they've been taught about being advocates, but they feel this "isn't always seen in a positive light". They tell us that making the decision to report a concern depends upon 'who's on duty'. Students also tell us that there are too many students in practice learning environments and that staff don't have time to appropriately supervise them. (Condition six)

Programme documentation details the academic and practice support, supervision, learning opportunities and assessment that are available to meet the

requirements of the SSSA. This includes how practice assessors and practice supervisors are prepared for their roles. Discussion at the approval visit identifies that it's not clear how the AEI and PLPs work together to ensure students receive appropriate supervision across the programme. Practice assessors and practice supervisors don't appear to be clear about the roles and responsibilities associated with ensuring that students must be supervised in practice. Students tell us about examples of midwives who report to them that they don't supervise students and that this is their choice. They tell us that this has resulted in them feeling unsupported and unsupervised. There's no assurance that the AEI and PLPs are working in partnership to appropriately prepare practice assessors and practice supervisors to supervise and assess students. (Condition seven)

The programme team are suitably qualified academic staff who are registered with the NMC as midwives. They confirm that they're prepared to undertake academic assessor roles. Academic assessor and PAT roles and responsibilities are clearly defined in the programme documentation.

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. There's clear signposting throughout the MORA to prompt this action. Achievement of the SPM is verified by the academic assessor at identified points in each academic year of the programme.

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

**MET**  **NOT MET**

R4.4 is met. The programme specification describes a range of academic assessments that are appropriate for the development of midwives, and include written examinations, written assignments, discussions, presentations and OSCEs. Formative feedback supports preparation for summative assessments. Student and practice supervisor reflection on progression towards achievement are detailed in the MORA and provide an ongoing record of student achievement.

CCCU has processes in place to provide students with feedback throughout the programme in both academic and practice settings.

**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

R4.8 is not met. There's no clear documentary evidence that provides assurance that students are supported to achieve the knowledge and skills for midwives required in Article 40 (3). Discussion with the programme team doesn't provide assurance of a robust strategy for students to meet in particular the pharmacological proficiency. It's not clear how, or where, it's recorded that this requirement is undertaken. There's only one drug calculation assessment in year one. (Condition four)

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

YES  NO

Programme documentation suggests that students are supported by practice supervisors in practice. Students, however, tell us that they don't always work with practice supervisors. They don't always feel supported to report concerns and find that if they do, they aren't always listened to by practice or the AEI staff. (Condition six)

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to supervision and assessment are met

YES  NO

Programme documentation suggests that students are supported by practice supervisors in practice. Students, however, tell us that they don't always work with practice supervisors. They don't always feel supported to report concerns and find if that they do, they aren't always listened to by practice or the AEI staff. (Condition six)

Programme documentation details the academic and practice support, supervision, learning opportunities and assessment that are available to meet the requirements of the SSSA. This includes how practice assessors and practice supervisors are prepared for their roles. Practice assessors and practice

supervisors don't appear to be clear about the roles and responsibilities associated with ensuring that students must be supervised in practice. There's no assurance that the AEI and PLPs are working in partnership to appropriately prepare practice assessors and practice supervisors to supervise and assess students. (Condition seven)

**Outcome**

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

There's no clear documentary evidence that provides assurance that students are supported to achieve the knowledge and skills for midwives required in Article 40 (3).

Condition four: Provide programme documentation that explicitly details how students are supported to achieve the knowledge and skills for midwives required in Article 40 (3) in particular in relation to pharmacology. (SPMP R4.8) (NMC and university condition)

Programme documentation suggests that students are supported by practice supervisors in practice. Students, however, tell us that they don't always work with practice supervisors. They don't always feel supported to report concerns and find that if they do, they aren't always listened to by practice or the AEI staff.

Condition six: Detail how the quality of appropriate supervision can be assured across the programme. (SFNME R1.4, R2.4, R4.6; SSSA R2.1, R2.2, R3.1, R4.1; SPMP R4.1, R4.2)

There's no assurance that practice assessors and practice supervisors are clear about their roles and responsibilities in ensuring that students are supervised in practice. There's also no assurance that CCCU and PLPs are working in partnership to appropriately prepare practice assessors and practice supervisors to supervise and assess students.

Condition seven: Provide evidence of how the AEI and PLPs work in partnership to ensure appropriate preparation of practice assessors and practice supervisors. (SSSA R5.2, R8.4; SPMP R4.2)

**Date:** 20 June 2022

**Post event review**

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

N/A

**Date condition(s) met:**

N/A



<b>Revised outcome after condition(s) met:</b>	<b>MET</b> <input type="checkbox"/>	<b>NOT MET</b> <input type="checkbox"/>
N/A		

**Standard 5: Qualification to be awarded**

**AEIs together with practice learning partners must:**

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

R5.2 notify students during and before completion of the programme that they have [five years](#) to apply to register with the NMC if they wish to rely on this qualification<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 are no fall back awards with registration as a midwife.

Assurance is provided that the <a href="#">Standards framework for nursing and midwifery education</a> relevant to the qualification to be awarded are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>			
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 20 June 2022			
<b>Post event review</b>			
Identify how the condition(s) is met:			
N/A			
Date condition(s) met:			
N/A			
Revised outcome after condition(s) met:		MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
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: None identified.		
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, student midwives Two x year two, student midwives Two x year three, student midwives		
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:**

	<b>YES</b>	<b>NO</b>
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	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Virtual learning environment		
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"/>
<p>System regulator reports list:</p> <p>CQC report, Dartford and Gravesham NHS Trust, 22 August 2019</p> <p>CQC report, East Kent Hospitals University NHS Foundation Trust, 23 April 2021</p> <p>CQC report, Kent and Medway NHS and Social Care Partnership Trust, 24 February 2022</p> <p>CQC report, Kent Community Health NHS Foundation Trust, 24 July 2019</p> <p>CQC report, The Priory Hospital Hayes Grove, 7 June 2021</p> <p>CQC report, Maidstone and Tunbridge Wells NHS Trust, 9 March 2018</p> <p>CQC report, Medway NHS Foundation Trust, 30 July 2021</p> <p>CQC report, South London and Maudsley NHS Foundation Trust, 20 August 2021</p> <p>CQC report, The Priory Ticehurst House, 16 June 2021</p> <p>CQC report, Virgin Care Services, 17 December 2021</p> <p>CQC report, Maudsley Hospital, 18 March 2022</p>		
If you stated no above, please provide the reason and mitigation: CCCU is an established AEI; practice and resource visits weren't required.		
Additional comments: None identified.		

### **Mott MacDonald Group Disclaimer**

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

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 Kuldeep Singh	Date:	28 June 2022
Checked by:	Bernadette Martin	Date:	3 July 2022
Submitted by:	Amy Young	Date:	15 July 2022
Approved by:	Leeann Greer	Date:	19 July 2022