

Programme approval report

Section one

Programme provider name:	University of Winchester
Programme reviewed:	Registered Midwife - 18M <input type="checkbox"/> Registered Midwife - 24M <input type="checkbox"/> Registered Midwife - 36M <input checked="" type="checkbox"/> Registered Midwife - degree apprentice <input checked="" type="checkbox"/>
Title of programme(s):	BSc (Hons) Midwifery BSc (Hons) Midwifery Degree Apprenticeship
Academic levels:	
Registered Midwife - 18M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 24M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - 36M	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Midwife - degree apprentice	England, Wales, Northern Ireland <input 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
Date of approval visit:	5-6 September 2023

<p>Programme start date:</p> <p>Registered Midwife – 18M Registered Midwife – 24 M Registered Midwife – 36 M Registered Midwife – degree apprentice</p>	<table border="1"> <tr> <td data-bbox="740 389 1385 439"></td> </tr> <tr> <td data-bbox="740 439 1385 488"></td> </tr> <tr> <td data-bbox="740 488 1385 577">22 January 2024</td> </tr> <tr> <td data-bbox="740 577 1385 633">22 January 2024</td> </tr> </table>			22 January 2024	22 January 2024
22 January 2024					
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<p>QA visitor(s):</p>	<p>Registrant Visitor: Rachael Spencer Lay Visitor: Carol Rowe</p>				

Section two

Summary of review and findings

The University of Winchester (UoW) is an established Nursing and Midwifery Council (NMC) approved education institution (AEI). The faculty of health and wellbeing (the faculty) at the UoW seek approval for a pre-registration bachelor of science (BSc) (Hons) midwifery programme with full-time direct entry and apprenticeship routes. Students and apprentices are eligible to apply for registration as a midwife with the NMC on successful completion of the BSc (Hons) midwifery. Exit awards on the programme don't confer eligibility to register as a midwife.

The UoW propose one intake a year. There's a maximum of 15 students on both routes with an overall maximum of 30 students. Both routes are scheduled to commence in January 2024. The programme is to be delivered at the Winchester campus.

The approval visit is undertaken face-to-face.

Practice learning partners (PLPs) and employer partners (EPs) confirm their support for both routes. Two EPs, Hampshire Hospitals NHS Foundation Trust (HHFT) and Portsmouth Hospitals University NHS Trust (PHUT), confirm support for the apprenticeship route at the approval visit. HHFT and PHUT are recommended as approved EPs.

Other potential EPs are in the procurement stage for apprenticeships.

Entry requirements are explicit in programme documentation. Recognition of prior learning (RPL) isn't available for pre-registration midwifery programmes.

Programme documentation details the curriculum philosophy and structure, considering national and regional evidence and reports. The programme design is 50 percent theory and 50 percent practice. Documentation for the programme indicates curriculum content, modes of delivery and practice experiences are designed to meet the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) and the Standards for pre-registration midwifery programmes (SPMP) (NMC 2019, updated 2023). Modules are structured to support student learning with a variety of learning strategies, formative and summative assessments and learning support mechanisms across theory and practice. 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), SSSA, SPMP and the Standards of proficiency for midwives (SPM) (NMC, 2019).

Students and apprentices on the two routes share timetabled teaching and learning. Educational audits of practice areas are undertaken by the AEI to determine suitability for student learning.

The programme adopts the midwifery ongoing record of achievement (MORA) for the assessment of practice throughout the programme. The MORA document is the product of a collaborative development based on the established pan-London model. This utilises regional stakeholder engagement including all lead midwives for education (LMEs) in England and Northern Ireland and is supported by NHS England Workforce, Training and Education (formerly, Health Education England). The UoW are using the MORA as a paper document. They're planning to use an electronic document in due course, likely from 2024. Assessment of practice isn't graded.

Programme teams within the faculty of health and wellbeing monitor achievement and ethnicity awarding gaps. Documentation and the programme team confirm that this information is reported as part of annual quality assurance processes and an action plan is put in place if any areas for improvement are identified.

Procedures are in place to deal with any issues of concern relating to practice learning environments to manage and mitigate student learning risks. Any issues of concern identified by system regulators are collaboratively addressed by the UoW in partnership with PLPs and EPs. This is confirmed by senior staff in the AEI and PLP/EP leads who describe the mechanisms that are in place for the early identification and escalation of concerns. This collaboration ensures that action plans are implemented which aim to prevent any compromise to safety in practice learning environments or to the quality of student learning experiences.

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

The programme is recommended to the NMC for approval subject to five NMC conditions and two university conditions. Four NMC recommendations and three university recommendations are made.

Updated 6 October 2023:

Evidence has been provided confirming that the NMC conditions set at the approval visit are met. The AEI have confirmed that the university conditions have been met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:	<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 checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: Provide signed written commitment statements for EPs and signed learning agreements for PLPs working with the UoW in relation to the pre-registration midwifery programme. (SFNME R2.1; SPMP R2.1)</p> <p>Condition three: Provide a signed resource statement that confirms that appropriately qualified and experienced people will be appointed to pre-registration midwifery delivery over a three-year programme cycle. (SFNME R2.18; SPMP R2.1)</p> <p>Selection, admission and progression:</p> <p>Condition two: Provide evidence that the LME role is included in the fitness to practise (FtP) policy. (SFNME R2.1; SPMP R1.1)</p> <p>Practice learning:</p> <p>Condition five: Make explicit the placement requirement to experience leadership and team working with different maternity providers in year two as a core placement. (SPMP R3.6)</p> <p>Assessment, fitness for practice and award: None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition four: Demonstrate the governance processes that ensure equality, diversity and</p>

	<p>inclusion (EDI) training is undertaken by all stakeholders involved in student recruitment. (SFNME R2.6, R2.7; SPMP R2.1)</p> <p>Condition six: For the degree apprenticeship programme - update programme specification to include the knowledge, skills and behaviours mapping and make more explicit within programme handbook. (University condition)</p> <p>Condition seven: Update apprenticeship learner handbook to outline the apprenticeship gateway and end point assessment requirements for the apprenticeship award. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>4 October 2023</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider reviewing and enhancing the visibility of the Compact scheme on the UoW website for potential applicants. (SFNME R2.6; SPMP R2.1)</p> <p>Recommendation two: Consider clarifying numeracy assessment processes in student facing documentation and clarifying the associated governance process for recording engagement and outcome of the numeracy assessment. (SPMP R4.5)</p> <p>Recommendation three: Consider clarifying the breakdown of programme hours (theory and practice) in student facing documentation. (SFNME R3.2; SPMP R2.1, R2.8)</p> <p>Recommendation four: Consider making more visible the senior role of the LME within the university. (SPMP R1.1)</p> <p>Recommendation five: Review the infant feeding and systematic examination of the newborn module description indicative content to make more explicit to ensure it's represented throughout the programme. (University recommendation)</p>

	<p>Recommendation six: Confirm the work undertaken to ensure parity and equity of experience for January starters. (University recommendation)</p> <p>Recommendation seven: Produce an onboarding timetable for the apprenticeship programme in liaison with the centre for degree apprenticeship. (University recommendation)</p>
Focused areas for future monitoring:	Interdisciplinary and multi-agency working on campus.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>The university has met the conditions set out by the panel at the approval visit.</p> <p>The AEI provided seven signed EP agreements for the apprenticeship route. The AEI provided two signed learning agreements for PLPs working with UoW in relation to the pre-registration midwifery programme. Condition one is now met.</p> <p>Documentary evidence has been provided that evidences that the LME role is included in the FtP policy. Condition two is now met.</p> <p>The programme team have provided a resource statement that confirms that appropriately qualified and experienced people are in place for pre-registration midwifery programme delivery over a three-year programme cycle. Condition three is now met.</p> <p>The programme team have clarified and provided evidence of the governance processes that ensure equality, diversity and inclusion training is undertaken by all stakeholders involved in student recruitment. Condition four is now met.</p> <p>Documentary evidence clarifies that the placement requirement to experience leadership and team working with different maternity providers in year two is a core placement. Condition five is now met.</p> <p>The AEI has confirmed that the university conditions have been met.</p>	

The programme is recommended for approval.	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	5 October 2023

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p>Standards for pre-registration midwifery programmes (NMC 2019, updated 2023)</p> <p>The Future midwife: Standards of proficiency for registered midwives (NMC, 2019)</p> <p>Standards framework for nursing and midwifery education (NMC 2018, updated 2023)</p> <p>Standards for student supervision and assessment (NMC 2018, updated 2023)</p> <p>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018)</p> <p>Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020)</p> <p>QA Handbook (NMC, 2022)</p>

Partnerships
The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC 2018, updated 2023)</p> <p>Standard 1: The learning culture:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders</p>

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 ensure programmes are designed to meet proficiencies and outcomes relevant to the programme

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 people who use services 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 people who use services contribute to student assessment

[Standards for student supervision and assessment](#) (NMC 2018, updated 2023)

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 users of service, 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, people who use services, students and any other stakeholders

Documentation and the approval visit demonstrate that the UoW is committed to partnership working with stakeholders in the co-development, delivery and evaluation of the programme at both strategic and operational levels. Stakeholder involvement is evidenced in minutes of curriculum steering and development groups. PLPs, EPs and people who use services and carers (PUSCs) tell us that they've been involved in the co-production of the programme. There's also been involvement of nursing students, newly qualified midwives and advocacy groups in the production of the programme.

Partnership working with PUSCs is strong and includes the involvement of birthing partners. They tell us of continued involvement in planned quarterly curriculum development meetings to review and evaluate the programme. There are opportunities to be involved in recruitment of students, sharing lived experience in programme delivery and assessments. PUSCs also provide feedback on student performance in practice that's recorded in the MORA.

Documentation demonstrates a commitment to interviewing and selection processes to include PUSCs, EPs and PLPs. EPs and PLPs undertake EDI training as part of mandatory training. There's a UoW service user involvement strategy and a proposed faculty training/development schedule to prepare PUSCs for involvement in interviewing and selection processes and learning and assessment activities. A PUSC representative tells us of their current involvement in the development of EDI training materials in collaboration with the lived experience lecturer.

The design of the midwifery programme reflects local, national and professional workforce strategies and seeks to provide opportunities for inter-professional learning (IPL) in both practice and theory learning settings. Programme documentation highlights how midwifery students undertake IPL with nursing students from all fields, social work and physiotherapy students. Opportunities for IPL within the practice learning setting are evidenced within MORA documentation.

The LME supported by the UoW senior apprenticeship team has worked collaboratively with EPs in employer consortiums to ensure that the apprenticeship delivery meets the standards required by the Institute for apprenticeships and technical education.

Programme documentation describes the distinct roles of academic assessor, practice supervisor and practice assessor and how they work collaboratively to ensure student progression. In practice learning environments students receive feedback from their practice supervisors and practice assessors at specific stages each year. These are identified within the MORA and the context document.

Assessment and feedback processes indicate students' individual learning needs are accommodated. Student's reasonable adjustments and support needs are met through these processes. The link lecturer role is a separate role undertaken by members of the programme team and their role is to provide support to students and midwives. Link lecturers provide an essential chain of communication between the university and practice environment. This role is in addition to those required of the SSSA. The programme team tell us that the assessment within the MORA is ungraded and is initially paper based.

UoW senior staff and PLPs tell us that if any issues or concerns are identified, including any Care Quality Commission (CQC) quality reviews, these are monitored through a systematic partnership process. Risks that impact on student practice learning are collaboratively managed. This collaboration demonstrates how action plans are implemented and provides assurance that quality of student learning is managed. Processes are in place for students, practice supervisors and practice assessors to raise and escalate any concerns in practice learning environments. UoW senior staff, the programme team and senior PLP and EP representatives describe the collaborative reporting and management processes they use to investigate serious untoward incidents, including how they support student concerns.

There's a student journey plan indicating key practice areas for each year of the programme/routes. The practice nominated person works with the placement team to allocate students according to their learning requirements. There's evidence of sufficient audited placements for the number of students on each route. Student numbers are agreed in collaboration with PLPs and EPs.

There's documentary evidence that the university has mechanisms to gather student feedback on modules and placements for review at committees concerned with quality review. Student nurses we meet at the visit tell us they provide feedback on theory modules and placements. The student voice is heard through elected student representatives at programme and school level and there's student representation on key university wide governance structures such as the student staff liaison committee.

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#)

MET **NOT MET**

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, 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 <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Student journey through the programme	
Standard 1: Selection, admission and progression	
AEIs must:	
R1.1 appoint a <u>lead midwife for education</u> who is responsible for midwifery education in the AEI	
R1.2 inform the NMC of the name of the lead midwife for education	
R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes	
AEIs together with practice learning partners must:	
R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education	
R1.5 confirm on entry to the programme that students:	
R1.5.1 meet the entry requirements for the programme as set out by the AEI and are suitable for midwifery practice	
R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife	
R1.5.3 demonstrate values in accordance with <u>the Code</u>	
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 police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and education establishments, and ensure 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).

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, updated 2023).

Proposed transfer of current students to the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

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

R1.1 is not met. There's no reference to the role of the LME or to the midwifery programme in the faculty's FtP policy and process document. Senior university staff tell us of a revised FtP policy, which is to be approved. They tell us this revised policy will include the addition of the midwifery programme and the role of the LME. Documentary evidence doesn't provide assurance that the LME has a role in the FtP process for midwifery students. (Condition two)

Documentary evidence doesn't convey the senior role of the LME within the organisation. It's recommended that senior staff at the university consider making the senior role of the LME more visible within the university. (Recommendation four)

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

YES **NO**

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

YES **NO**

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

YES **NO**

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

R1.5.1 meet the entry requirements for the programme as set out by the AEI and are suitable for midwifery practice

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 <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"/>
Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met		
R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
R1.6 is met. UoW documentary evidence makes explicit entry requirements for literacy and numeracy.		
Student support and preparation for developing numeracy skills, literacy skills, digital and technological literacy are well established. Students on the BSc (Hons) midwifery degree apprenticeship (MDA) programme undertake a skills scan prior to commencing the programme and basic and key skills builder diagnostic screening is available to students once enrolled to allow early identification of support and additional learning needs.		
A framework of literacy skills support is embedded across the midwifery programme at each level. There's dedicated sessions run by the academic support services, group workshops and one to one support. Students tell us of the excellent support given by the academic support services who respond in a timely manner to any individual requests for support.		
Numeracy is embedded throughout the midwifery programme in both theory and practice learning with increasing complexity. SafeMedicate, which is an e-learning package, enables formative learning opportunities through each programme level ahead of scheduled numeracy assessment points. In practice numeracy skills are developed through practising medication calculation and administration.		
Digital and technological literacy are embedded in the programme. A midwife from HHFT specialising in digital transformation of maternity services contributes to the programme development with a particular focus on digital literacy. CANVAS, the		

programme's virtual learning environment, develops technological literacy and engagement with digital platforms. Engagement with CANVAS is required for accessing programme content, resources such as SkillsNet and safeMedicate, submitting assignments and receiving feedback as well as serving as a communication platform. Sessions focusing on digital capability and the use of electronic maternity notes systems and electronic patient records are delivered.

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 police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and education establishments and ensure 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).
YES NO N/A

A shortened pre-registration midwifery programme isn't proposed.

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration midwifery programmes* and the *Standards of proficiency for registered midwives* will be met through the transfer of existing students onto the proposed programme.

There are no current midwifery students. The UoW are a new midwifery programme provider.

Proposed transfer of current students to the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023).

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.

There are no current midwifery students. The UoW are a new midwifery programme provider.

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

YES NO

Documentary evidence and the approval visit don't provide assurance that the LME is included in the FtP policy for midwifery students. (Condition two)

Outcome

Is the standard met?

MET NOT MET

Documentary evidence doesn't provide assurance that the LME is included in the FtP policy for midwifery students.

Condition two: Provide evidence that the LME role is included in the FtP policy. (SFNME R2.1; SPMP R1.1)

Date: 6 September 2023

Post event review

Identify how the condition(s) is met:

Condition two: Documentary evidence has been provided that confirms the LME is included in the fitness to practise policy.

Condition two is now met.

Evidence:

Fitness to practice policy and process email to all faculty staff, 26 September 2023
Fitness to practise policy and process, undated.

Date condition(s) met:

5 October 2023

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, by meeting the following criteria:
 - R2.9.1 ensure that all pre-registration midwifery programmes meet the equivalent minimum programme length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours, or
 - R2.9.2 where a student is already registered with the NMC as a registered first level nurse (adult), education and training as a midwife shall be a minimum of two years, which consists of a minimum of 3,600 hours, or
 - R2.9.3 where a student is already registered with the NMC as a registered first level nurse (adult), 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. There's no signed commitment statement for the MDA in place from individual EPs. There's no signed learning agreement in place for any PLPs. Signed evidence must be provided. (Condition one)

Senior university staff tell us there's currently one full time midwifery member of academic staff who is the LME. A full-time midwifery senior lecturer is due to take up a substantive role from 1 October 2023. The school proposes utilising existing nursing academic staff to support areas of the programme according to expertise. There are insufficient qualified, experienced midwives for the subsequent years of the programme. There's currently a risk to the academic resourcing of the programme and student support. This is also evidenced by the documentation reviewed. A resource statement is required to be assured of sufficient academic resourcing (Condition three)

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

Entry criteria are clear in programme documentation. The AEI has formed partnerships with local schools and colleges to widen participation rates in higher education. However, details of this 'Compact scheme' for eligible applicants from local schools and colleges aren't included on the midwifery page of the university website or a link provided to the scheme on the university web pages. Applicants therefore rely on the scheme being promoted within their schools or college. The programme team are recommended to consider reviewing and enhancing the visibility of the Compact scheme on the UoW website for potential applicants. (Recommendation one)

The programme is structured to provide 50 percent theory and 50 percent practice. It's recommended that the breakdown of theory and practice hours is communicated more clearly in student facing documentation. (Recommendation three).

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. Documentary review and the approval visit confirm that PUSCs have been involved in all aspects of the development of the programme. PUSCs tell us of their involvement in initial forums and subsequent curriculum steering groups and curriculum development groups. The midwifery programme team and PUSCs tell us of plans to attend quarterly curriculum development meetings to review and evaluate the programme. PUSC representatives we meet give examples of where their voices are listened to and their suggestions incorporated in planned module teaching and assessment content. PUSC representatives we meet give examples of where their voices are listened to and their suggestions incorporated in planned module teaching and assessment content. PUSCs tell us of their involvement in developing content for the programme. These include simulation activities incorporated in the proposed programme. They're also able to describe examples of how they'll be involved in the future in recruitment, teaching and assessment. A birthing partner tells us of his involvement in the programme development forums and plans to be involved in the programme delivery. Students tell us there's an opportunity for PUSCs to provide feedback about the care they've provided through the MORA.

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 how theory and practice learning is designed and delivered in the two programme routes. The curricula aim to develop learners with the core requirements of autonomy, belonging and contribution, civility and self-compassion, building the foundations for lifelong learning and compassionate care.

The programme plan for both routes details how student allocation to practice placements is managed. The plan includes placements for antenatal, postnatal,

labour and birth and community. A hub and spoke model is used for placements and includes non-maternity, gynaecology and neonatal units.

All learning experiences are recorded in the MORA. Students are supported in practice by link lecturers, learning environment leads (LEL) and clinical practice facilitators (CPFs). Practice supervisors and practice assessors tell us that they're well supported by the practice learning team at the UoW.

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. Students have access to online learning packages for clinical skills development, specifically e-learning for health, clinical skills net and safeMedicate that supports drug administration. A digital programme based on a family tree which provides a base for simulated learning is developed by the nursing team, this is now extended to include people who are pregnant and their families. Simulation teaching and learning activities are informed by PUSCs and PLPs.

Clinical skills development is delivered face-to-face using high and low fidelity simulation activities in the simulation suite. 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 proficiencies only occurs in practice learning settings. If opportunities to demonstrate some proficiencies are limited, they may be demonstrated by exception 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 programme team present documentation for the structure of the full time direct entry and MDA routes identifying the hours of the programme. Programme documentation identifies that both routes are three years in duration and structured to provide 50 percent theory and 50 percent practice, divided into theory and practice modules. There's no compensation across modules. However, the breakdown of theory and practice hours could be communicated more clearly in student facing documentation. The programme team should consider clarifying the breakdown of programme hours (theory and practice) in student facing documentation. (Recommendation three)

Theory weeks comprise 60 percent (three days) face-to-face teaching and learning activities and 40 percent (two days) guided/independent study. The programme

training plan clearly states that a week in theory and practice equates to 37.5 hours. The MDA route training plan details that annual leave is taken at a time negotiated with the student's employer.

Programme documentation demonstrates a range of teaching and learning strategies are used including lectures, group work, case studies, seminars, clinical skills and simulation and practice learning. Simulation is used as a learning strategy for skills rehearsal for practice and simulation hours are included as theory hours.

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, by meeting the following criteria:

R2.9.1 ensure that all pre-registration midwifery programmes meet the equivalent minimum programme length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours, or
YES **NO** **N/A**

R2.9.2 where a student is already registered with the NMC as a registered first level nurse (adult), education and training as a midwife shall be a minimum of two years, which consists of a minimum of 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 first level nurse (adult), 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**

There's no signed commitment statement for the MDA in place from each EP.
There's no signed learning agreement in place for PLPs. Signed evidence must be provided. (Condition one)

Documentary evidence doesn't provide assurance that academic resourcing of the programme and student support is sufficient for each subsequent year of the programme. (Condition three)

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

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 signed commitment statement for the MDA in place from each EP.
There's no signed learning agreement in place for PLPs. Signed evidence must be provided.

Condition one: Provide signed written commitment statements for EPs and signed learning agreements for PLPs working with the UoW in relation to the pre-registration midwifery programme. (SFNME R2.1; SPMP R2.1)

Documentary evidence doesn't provide assurance that academic resourcing of the programme and student support is sufficient for each subsequent year of the programme.

Condition three: Provide a signed resource statement that confirms that appropriately qualified and experienced people will be appointed to pre-registration midwifery delivery over a three-year programme cycle. (SFNME R2.18; SPMP R2.1)

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

Condition four: Demonstrate the governance processes that ensure EDI training is undertaken by all stakeholders involved in student recruitment. (SFNME R2.6, R2.7; SPMP R2.1)

Date: 6 September 2023

Post event review

Identify how the condition(s) is met:

Condition one: The AEI have provided signed evidence of employer partnership agreements for the two proposed NHS trusts and two signed learning agreements for PLPs. Condition one is now met.

Evidence:

Signed Standard Placement Agreement Hampshire Hospitals NHS Foundation Trust, 15 September 2023

Signed Standard Placement Agreement Portsmouth Hospitals University NHS Trust, 2 October 2023

Statement of commitment Hampshire Hospitals NHS Foundation Trust, undated

Statement of commitment Portsmouth Hospitals University NHS Trust, undated

Condition three: The programme team have provided a resource statement that confirms that appropriately qualified and experienced people are in place for pre-registration midwifery programme delivery for a three-year programme cycle.

Condition three is now met.

Evidence:

Staffing resource statement, 18 September 2023

Condition four: The programme team have clarified and provided evidence of the governance processes that ensure equality, diversity and inclusion training is undertaken by all stakeholders involved in student recruitment. Condition four is now met.

Evidence:

Equality diversity and inclusivity training for student recruitment activities standard operating procedure, 2 October 2023

Recruitment team meeting minutes, 21 September 2023

Date condition(s) met:

5 October 2023

Revised outcome after condition(s) met:

MET **NOT MET**

Standard 3: Practice learning

AEIs together with practice learning partners must:

- R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives
- R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families
- R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working
- R3.4 provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants
- R3.5 provide learning opportunities, across the whole continuum of care, that enables students to gain experience to:
 - 3.5.1 support and care for women during pregnancy, undertaking no less than 100 antenatal examinations
 - 3.5.2 support and care for no less than 40 women in labour and facilitate the birth. Where 40 births cannot be reached owing to the lack of available women giving birth, it may be reduced to a minimum of 30, provided that the student is given the opportunity to assist with caring for an additional 20 women giving birth
 - 3.5.3 participate in the support and care of women in labour and having a breech birth. Where there are no opportunities in practice to gain experience of breech births, proficiency may be gained by simulated learning
 - 3.5.4 support and care for no less than 100 women postnatally and 100 healthy newborn infants
 - 3.5.5 develop the required knowledge, skills and behaviours needed to support and care for no less than 40 women who have additional care needs or develop complications including those related to physical, psychological, social, cultural and spiritual factors
 - 3.5.6 care for newborn infants requiring additional care or have complications, including in a neonatal unit and
 - 3.5.7 care for women across the life course with additional sexual and reproductive health needs
- R3.6 ensure students gain experience of leadership and team working with different maternity providers
- R3.7 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services
- R3.8 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
- R3.9 take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities
- R3.10 ensure students experience the range of hours expected of practising midwives, and

R3.11 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. Senior PLPs and EPs confirm there are sufficient varied and appropriate practice learning opportunities to enable students and apprentices to achieve the required programme learning outcomes and the SPM. The placements team create placement profiles for each learner on InPlace (the AEIs placement management system) and placement allocations are managed by the practice nominated person to enable breadth of experience and opportunity to meet the SPM.

Student achievement of the SPM is documented in the MORA. A context document provides details for the programme. This includes the arrangement of proficiencies in each part of the programme and monitoring and management of student progression through the programme. The context document makes explicit that practice learning isn't graded.

Both routes have modules in year two which incorporate the theory of full systematic physical examination of the newborn infant (SPENI). Senior PLPs tell us there are sufficient resources to support students to achieve the proficiency for the full SPENI with opportunities in neonatologist and midwifery led clinics. Discussion at the approval visit with PLPs and EPs across settings indicates sufficient resources in practice to support and assess students with SPENI skills.

Domains one to five of the SPM are mapped within programme documentation. The skills detailed in domain six are visible and evidenced within the MORA, demonstrating what must be met at the point of registration as a midwife.

Practice placement audits are undertaken jointly between PLPs/EPs and the AEI. Where practice learning environments are shared with other AEIs, all stakeholders must meet the requirements of the education audit. PLPs and EPs tell us that they work in partnership with the programme management team and monitor student allocation and time in each practice learning environment. Students tell us that they're well supported in appropriate practice learning environments and that they evaluate all placement learning environments. Evaluations are collated by the

placement team, red, amber, green (RAG) rated and findings shared with PLPs as part of the regular meetings with the practice nominated person.

Students and apprentices are supernumerary on all practice learning experiences. This is confirmed by PLPs, EPs, the programme team and students we meet at the approval visit.

The UoW has procedures in place for escalating concerns about safe and effective care. These are communicated clearly in student-facing documentation. Students, PLPs, EPs, practice assessors, practice supervisors and the programme team confirm that they understand how to raise concerns in both the faculty and in practice learning. Student nurses at the approval visit and student midwives we meet in practice give examples of raising concerns about safety in practice and the support received from practice and link lecturers in the process.

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 programme specification identifies holistic midwifery care as a required learning outcome and this is explicit in module outcomes across the three levels of learning. 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.

Programme documentation, the programme team, PLPs, students and PUSCs confirm that there's enough practice learning experiences to ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families.

The programme team and EPs confirm that MDA students will access a range of practice learning environments supporting the provision of holistic care to women, newborn infants, partners and families. They tell us that assessing, monitoring and evaluation of these areas is effective. EPs confirm that MDA students are supernumerary and have protected learning time.

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

MET **NOT MET**

R3.3 is met. The MORA includes specific learning outcomes (LOs) related to IPL and multi-agency team working throughout each year of the programme. These LOs ensure students record and reflect on IPL undertaken with members of the

multidisciplinary team. Students are required to self-evaluate and reflect on their practice learning experiences.

PLPs tell us that students gain exposure to a broad range of inter-professional and multidisciplinary teamworking experiences and are supported in the experience by practice supervisors. Programme documentation identifies opportunities to work with a range of health and social care professionals, including multidisciplinary ward rounds, case conferences and safeguarding conferences. Students and apprentices work with other healthcare professionals as part of their spoke placements, for example, the advanced neonatal practitioner, anaesthetist and women's health practitioners.

Opportunities for campus-based IPL is planned through shared learning and forums with nursing students of all fields. IPL days include physiotherapy students and Schwartz rounds.

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. In keeping with national policy guidelines, continuity of midwifery carer is embedded throughout the programme through theory and practice modules. PLPs tell us students experience placements with established continuity teams enabling the achievement of the proficiencies related to continuity of midwifery carer across the whole continuum of care for women and newborn infants. Continuity of care and community placements are interwoven throughout each stage of both programme routes to enable continuing exposure to continuity models of care enabling students to gain the learning opportunities to meet proficiencies in domain six of the SPM. Achievement is documented in the MORA. In addition, students are required to participate in identifying a caseload of three women per year to provide opportunity for experience with case loading and continuity of midwifery care models. Students complete a reflection on their experience to supplement the evidence they compile for their MORA.

R3.5 provide learning opportunities, across the whole continuum of care, that enables students to gain experience to:

3.5.1 support and care for women during pregnancy, undertaking no less than 100 antenatal examinations

3.5.2 support and care for no less than 40 women in labour and facilitate the birth. Where 40 births cannot be reached owing to the lack of available women giving birth, it may be reduced to a minimum of 30, provided that the student is given the opportunity to assist with caring for an additional 20 women giving birth

- 3.5.3 participate in the support and care of women in labour and having a breech birth. Where there are no opportunities in practice to gain experience of breech births, proficiency may be gained by simulated learning
- 3.5.4 support and care for no less than 100 women postnatally and 100 healthy newborn infants
- 3.5.5 develop the required knowledge, skills and behaviours needed to support and care for no less than 40 women who have additional care needs or develop complications including those related to physical, psychological, social, cultural and spiritual factors
- 3.5.6 care for newborn infants requiring additional care or have complications, including in a neonatal unit and
- 3.5.7 care for women across the life course with additional sexual and reproductive health needs

MET **NOT MET**

R3.5 is met. Documentation identifies that practice learning opportunities across the whole continuum of care ensures that midwifery students develop the skills, knowledge, behaviours and values necessary to achieve the SPM. There's evidence that students are enabled to confidently provide holistic care to women/birthing people, newborn infants, partners and families, supporting women experiencing physiological childbirth and those with additional and complex needs. Students are allocated to key practice areas in each year and a hub and spoke model is adopted according to the practice area and student's learning requirements. Key practice areas are antenatal and postnatal wards, intrapartum, neonatal care, community, continuity of care team and women's health. PLPs and students tell us there are sufficient numbers of births for students to support and care for women in labour and to obtain the required practice episodes to meet NMC requirements. It's understood by students and PLPs that for students who don't have the opportunity to participate in the support and care of women having a breech birth, proficiency may be gained by simulated learning.

Students are introduced to women/birthing people who have additional care needs or develop complications including those related to physical, psychological, social, cultural and spiritual factors in a range of care settings including core hub areas. Students can also plan spoke experiences to develop their knowledge and skills, for example with a perinatal mental health specialist midwife. Students undertake a neonatal placement in year two and have spoke opportunities such as working with the neonatal nurse community service, shadowing an advanced neonatal nurse practitioner and working in transitional care. This provides opportunities for students to care for newborn infants requiring additional care or with complications. Students have opportunities to attend core hub placements in women's health in year one which includes gynaecological wards and outpatient clinics as well as spoke placements to an early pregnancy assessment unit and sexual health services. Practice episodes are recorded in the MORA.

R3.6 ensure students gain experience of leadership and team working with different maternity providers

MET **NOT MET**

R3.6 is not met. Documentation identifies the hub and spoke model of practice learning sets out opportunities that students can access to gain experience of leadership through shadowing experiences, for example, with the labour ward coordinator or the head of midwifery. This provides opportunities for students to have oversight of the wider governance systems and processes in place to support the provision of safe maternity care.

Documentation including the 'exemplar elective placement handbook' tells us that students undertake a one week 'elective' placement in year two to gain experience of leadership and the culture and practice environment working within another maternity service provider. Experience of leadership and team working is a core placement requirement in the SPMP and shouldn't be referred to as an elective placement. (Condition five)

R3.7 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**

R3.7 is met. Practice learning opportunities are currently planned in two NHS trusts which cover large geographical areas with a diverse population. PLPs tell us that across the trusts there are mixed socio-economic challenges which encompass areas of affluence to significant deprivation. PLPs tell us of the practice learning opportunities of caring for a diverse population across a range of settings. The numbers of black minority ethnic women giving birth are below the national average but this is increasing. There are established Polish and Nepalese communities and a settled traveller population. They tell us obesity levels are higher than the national average. All NHS trusts utilised for placements within the programme have birthing centres, community midwifery, midwifery-led services and continuity of carer service provision. Students can work with specialist midwives.

The MORA requires students to record and reflect on practice experiences, to demonstrate their adherence to the values and criteria of the NMC Code (2018). The theoretical elements of each route address the impact of diversity on health outcomes.

R3.8 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**

R3.8 is met. The UoW provides 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. The programme curriculum is designed to build upon topics that increase in complexity and reinforce previous learning. The curriculum provides a fundamental knowledge base of midwifery practice in year one which is built upon in subsequent years, identifying increasing complexity in caring for women and newborn infants coupled with clinical decision making and autonomous practice.

PLPs tell us there's a range of practice learning opportunities providing neonatal intensive care and integrated mental health and community services.

The MORA is designed to document students' developing knowledge and understanding when caring for women and newborn infants with additional needs. The MORA interim reviews and holistic assessment require students to be assessed against the professional behaviours required of a registered midwife as documented in the Code.

R3.9 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**

R3.9 is met. Programme documentation indicates that effective processes are established to ensure that students' individual needs and personal circumstances are given consideration in the allocation of placements. This includes making reasonable adjustments for students with learning and physical needs.

The UoW has an established student support service with disability advisors who are involved in assessment and developing support plans for students with learning and physical needs. Students are encouraged to disclose any needs during placement induction or as soon as possible to ensure that appropriate support can be facilitated.

Placements are planned flexibly by the practice nominated person taking into account any individual needs and personal circumstances of the learner. Students are supported by their link lecturer as required to ensure that any reasonable adjustments are implemented. The section in the MORA 'about me' enables students to record any reasonable adjustments and alert practice supervisors and practice assessors to them. PLPs tell us about their understanding of this process and how they work in collaboration with the programme team to ensure that

students are supported appropriately in practice. Students are encouraged to disclose any needs as soon as possible to ensure that appropriate support can be facilitated. Students tell us they're aware of reasonable adjustments and how to access support.

Evidence provides assurance that the following requirements are met

R3.10 ensure students experience the range of hours expected of practising midwives

YES NO

R3.11 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

The placement to experience leadership and team working with different maternity providers in year two is identified as an elective placement in the programme documentation. This needs to be a core placement to ensure that all students meet the standard.

Condition five: Make explicit the placement requirement to experience leadership and team working with different maternity providers in year two as a core placement. (SPMP R3.6)

Date: 6 September 2023

Post event review

Identify how the condition(s) is met

Condition five: Documentary evidence clarifies that the placement requirement to experience leadership and team working with different maternity providers in year two is a core placement.

Condition five is now met.

Evidence:
BSc (Hons) Midwifery Elective and External Placement Experience Standard
Operating Procedure, 3 October 2023.
Midwifery placement planner five year overview, undated.
Programme handbook 2324 BSc Midwifery, undated.
Programme handbook 2324 midwifery degree apprenticeship, undated.

Date condition(s) met:
5 October 2023

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 constructive 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

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 met. There's documentary evidence that the UoW has robust procedures and policies in place to show how support, supervision, learning opportunities and assessment comply with the SFNME. There's documentary evidence of the UoW FtP regulations which students are made aware of during induction week supported by sessional teaching in the three practice related modules. Students tell us of their understanding of the FtP policy and process.

The programme specification and handbooks indicate that students have access to a range of wider university student support services. Students tell us of excellent academic support services to develop academic skills and health and wellbeing services within the UoW and are clear how to access them.

There's a clear partnership infrastructure and associated processes that ensure support, supervision, learning opportunities and assessment in both theory and practice setting are effective. EPs and PLPs tell us there are sufficient appropriately prepared practice supervisors and practice assessors to support delivery of practice learning and assessment of these two routes.

Documentary evidence shows that students can achieve the SPM through access to a variety of practice learning experiences in PLP organisations. 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. The UoW is to use the MORA.

Students are supported in practice, by practice supervisors, practice assessors, CPFs, the practice nominated person, LELs and link lecturers. Students have the opportunity to register any concerns in clinical practice with clinical staff. Students tell us they know how to raise concerns and who to contact. Practice supervisors and practice assessors tell us of the freedom to speak up guardians and professional midwifery advocates who students can approach for support.

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.

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. Documentary evidence indicates that support, supervision, learning opportunities and assessment are available to students throughout the programme. The roles and responsibilities of practice supervisors, practice assessors and academic assessors are explicit within the MORA, supported by the UOW guide to using the MORA and the UoW SSSA guide for practice partners. Students are allocated to practice supervisors, practice assessors and academic

assessors to support and supervise learning and assessment in practice. Within each trust there's a practice nominated person to coordinate student placement experiences and allocate students to appropriately prepared practice assessors and practice supervisors. The MORA is used to guide and assess students' practice learning and proficiencies and records student achievement and progression. Academic assessor and personal tutor roles are clearly defined in programme documentation. Academic assessors oversee student progression and assessment with an additional supportive, pastoral role provided by personal tutors. Communication and engagement between SSSA roles is evident in the programme documentation and there are robust processes in place to ensure joint agreement on the competence of students for each part of the programme.

There's evidence of the implementation of the SSSA preparation across PLP and EP organisations as part of a unified approach with local AElS. Practice assessors and practice supervisors confirm they're prepared for their roles.

The programme team tell us that tripartite apprenticeship 12-week reviews take place between the apprentice, line manager/employer representative and the skills coach through online meetings.

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

MET **NOT MET**

R4.3 is met. Programme documentation is mapped to the SPM in both theory and practice and to programme outcomes. There's a documented process for appointing external examiners and one external examiner is to be appointed for both routes to review the assessments for quality purposes. This post will be advertised and an appointment made once the programme routes are approved.

The MORA details and records achievement of the SPM in the practice learning environment and progression through each part of the programme. The MORA requires students to receive and record regular feedback from practice supervisors and to complete interim reviews with practice assessors. If, at any time, there's 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. Domains one to five are mapped and the skills detailed in domain six are clearly visible and evidenced within the MORA, demonstrating what must be met at the point of registration as a midwife.

Placement experiences are monitored by the academic link lecturer to ensure students are provided with the appropriate experiences to meet the SPM.

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

MET **NOT MET**

R4.4 is met. Programme documentation shows that there are processes in place to provide students with feedback throughout the programme in both theory and practice components. There's a commitment to ensuring that standard UoW feedback mechanisms are achieved in a timely manner. Students confirm that they receive feedback on theory elements within the identified three-week period. 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. Students confirm that constructive feedback is given through the marking rubric and narrative. The academic assessor is identified as being responsible for providing feedback on assessment and progression in practice learning in collaboration with the practice assessor. The MORA enables both the practice supervisor and practice assessor to provide ongoing formative and summative feedback to the student in the practice setting.

Students tell us women and their families provide feedback as part of the MORA and this contributes to the holistic assessment process. Practice supervisors gain the consent of women and their families completing the forms for their feedback to be included in the practice assessment document. The MORA records student achievement of the SPM. The MORA records meetings between the student, practice supervisors, practice assessor and academic assessor.

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**

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to supervision and assessment are met
YES NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to supervision and assessment are met
YES NO

Outcome

Is the standard met? MET NOT MET

Date: 6 September 2023

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:
N/A

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

N/A

Standard 5: Qualification to be awarded

AEIs together with practice learning partners must:

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

R5.2 notify students during and before completion of the programme that they have [five years](#) to apply to register with the NMC if they wish to rely on this qualification¹. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

Standards framework for nursing and midwifery education specifically R2.12, R2.21

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 qualification². In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

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: 6 September 2023

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for midwives</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC 2018, updated 2023) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration midwifery programmes</i> (NMC 2019, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the LME	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input type="checkbox"/>	<input checked="" 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"/>
<p>If you stated no above, please provide the reason and mitigation:</p> <p>Memorandum of understanding have been submitted and indications prior to the approval visit that written placement agreements will be obtained after the programmes are approved. A condition is set.</p>		
<p>List additional documentation:</p> <p>BSc (Hons) Midwifery Elective and External Placement Experience Standard Operating Procedure, 3 October 2023</p> <p>Equality Diversity and Inclusivity training for student recruitment activities Standard Operating Procedure, 2 October 2023</p> <p>Fitness to practice policy and process email to all faculty staff, 26 September 2023</p> <p>Fitness to practise policy and process, undated.</p> <p>Midwifery placement planner five year overview, undated.</p> <p>Programme handbook 2324 BSc Midwifery, undated.</p> <p>Programme handbook 2324 midwifery degree apprenticeship, undated.</p> <p>Recruitment team meeting minutes, 21 September 2023</p> <p>Signed Standard Placement Agreement Hampshire Hospitals NHS Foundation Trust, 15 September 2023</p> <p>Signed Standard Placement Agreement Portsmouth Hospitals University NHS Trust, 2 October 2023</p> <p>Staffing resource statement, 18 September 2023</p> <p>Statement of commitment Hampshire Hospitals NHS Foundation Trust, undated.</p> <p>Statement of commitment Portsmouth Hospitals University NHS Trust, undated.</p> <p>University panel chair's approval of conditions confirmation, 28 September 2023</p>		
<p>Additional comments:</p> <p>None identified.</p>		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)		
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:		
<p>Year three midwifery students x three Year two midwifery students x two Year three nursing adult x one Year two nursing adult x one Year two nursing child x one Nursing learning disabilities (graduate) x one Year one nurse degree apprenticeship adult x one</p>		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
<p>Florence Portal House, Royal Hampshire County Hospital, Winchester (HHUT) - staff supportive of hosting students on placement and already host students from other AEs. Staff we meet express a desire to host local students on placement as they'll be more likely to join their workforce following successful completion of the programme. Staff are involved in the development of the two programme routes.</p> <p>Maternity unit, Queen Alexandra Hospital Portsmouth (PHUT) – staff supportive of hosting students on placement and already host students from a number of other AEs. Staff we meet are involved in the development of the two programme routes.</p>		

Overall, these are positive learning environments which offer diverse placement experiences and will enable students to develop a range of midwifery skills. All placement areas are shared with other AEIs; staff report a positive working relationship with UoW and a desire to host their students. All staff are aware of managing placement capacity.

System regulator reports reviewed for practice learning partners



System regulator reports list:

CQC quality report, Ledbury Nursing Home, 11 January 2022

CQC quality report, Portsmouth Hospitals University NHS Trust, 21 July 2022

CQC quality report, Salisbury District Hospital, 8 December 2021

CQC quality report, The Children's Trust – Tadworth, 6 April 2023

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

This is an established AEI and visits to facilities aren't needed.

Additional comments:

None identified.

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Issue record

Final Report

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