

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	University of Leicester
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	University Hospitals of Leicester NHS Trust Leicestershire Partnership NHS Trust
<b>Programme(s) reviewed:</b>	
<p>Programme: Pre-registration Midwifery            Title of programme: MSci Midwifery with Leadership            Programme start date: 21 September 2020</p> <p>Academic level(s):            England, Wales, Northern Ireland:            Level 7</p>	
<b>Date of approval</b>	3 July 2020
<b>QA visitor(s):</b>	Registrant Visitor: Elizabeth Cluett Lay Visitor: Jennifer Dye

**Section two**

**Summary of review and findings**

The University of Leicester (UoL), college of life sciences, school of allied health professions was established in 2018 as an NMC approved education institution (AEI) for midwifery pre-registration programmes. It currently provides a four-year master of science (MSci) pre-registration midwifery programme approved in 2018 against the 2009 Nursing and Midwifery Council (NMC) Standards for pre-registration midwifery education. As yet, no students have graduated from a midwifery programme at UoL and there are no external examiner reports.

UoL is presenting a pre-registration MSci midwifery with leadership programme for approval against the new Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019) scheduled to commence 21 September 2020. The four-year programme is full time. There are three exit awards; certificate, diploma and BSc in healthcare none of which are linked to an NMC registration.

The curriculum philosophy and structure is detailed within the programme specification and is informed by the NMC standards, international midwifery standards, national policies including 'the national maternity review - better births', the Lancet series on midwifery and contemporary midwifery practice demands.

There's evidence of wide engagement and a collaborative approach to the design and development of the programme, led by the lead midwife for education (LME) involving academics, clinicians, practice learning partner (PLP) representatives, service users (SUs) and current midwifery students. All contributed to the review of 2018 programme and the development of the 2020 programme. This engagement is recorded within the programme development group minutes and confirmed at the approval visit by PLPs, SUs and students.

Documentary evidence and the approval visit indicates effective partnership working between the AEI and the stakeholders, including several staff groups from the two PLPs, SUs, and students.

Inter-professional learning (IPL) opportunities include learning activities with student physiotherapists, operating department assistant, and nurses in the first module on professional development and with medical students for planned session involving SUs.

Opportunities are provided within both theory and practice modules, for simulation throughout all levels and there's a strong numeracy, digital literacy and technology use strategy across the programme from initial recruitment.

The UoL will use a four-year midwifery ongoing record of achievement (MORA) which incorporates the assessment of practice. The MORA has been developed

by the England and Northern Ireland midwifery practice and education collaboration (MPAC). The UoL programme lead/LME contributed to the MPAC and the development of the MORA. Midwifery representatives from the main PLP working with UoL indicate they provided feedback on the MORA during its development. In line with MPAC there's an agreed strategy for the preparation and support of practice supervisors and practice assessors.

The Standards framework for nursing and midwifery education (SFNME) is met at programme level. The SSSA are met at programme level.

The programme is recommended to the NMC for approval subject to one NMC condition. A set of university technical corrections are required by the university which for the purposes of this report is identified as a university condition. There's two NMC recommendations and one university recommendation.

Updated 30 July 2020:

The programme team submitted revised documentation which evidences the NMC condition is met. UoL confirms the university requirements are met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	Programme is recommended for approval subject to specific conditions being met
<p><b>Conditions:</b></p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified</p> <p><b>Selection, admission and progression:</b></p> <p>None identified</p> <p><b>Practice learning:</b></p> <p>None identified</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>Condition one: The programme team will review the assessment strategy for the 'pharmacology and medicines prescribing applied to midwifery practice' module to ensure students demonstrate at the point of registration competence in the administration of medicines. (SPMP R4.3)</p>

	<p><b>Education governance: management and quality assurance:</b></p> <p>Condition two: UoL requires technical corrections relating to the programme documentation module specifications and the programme specification as detailed in the approval visit report. These require review and amendment prior to approval. (University condition)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>31 July 2020</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: The programme team is advised to review the IPL opportunities in terms of the number of such opportunities, the diversity of the professional groups involved and when they occur, to ensure this is a strong theme throughout the programme. (SPMP R2.6, R3.3)</p> <p>Recommendation two: The programme team is advised to liaise with the PLPs and agree a strategy for the provision of student practice evaluation data/feedback to the practice settings including the frequency and timeliness of such data to enable quality assurance and enhancement. (SPMP R4.1; SFNME R2.5)</p> <p>Recommendation three: The programme team is advised to review the percentage weighting currently assigned to the numeracy/medicines management examination component of the midwifery practice modules in all four years, in order to re-balance the total weighting contribution of the modules. It's suggested that this may be achieved through a reduction in the component weighting to 10 percent, or by assessing this component on a pass/fail basis only. (University recommendation)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>IPL opportunities in theory activity.</p> <p>Partnership working, particularly regarding the sharing of student evaluation data about practice experiences.</p>

Programme is recommended for approval subject to specific conditions being met	
<p><b>Commentary post review of evidence against conditions:</b></p> <p>The AEI provided updated and additional documentation evidencing how the conditions are met.</p> <p>Condition one is now met following submission of an updated programme specification, module descriptor for 'pharmacology and medicines prescribing applied to midwifery practice' module, the non-medical prescribing (readiness) portfolio and a Standards of proficiency for midwives D1-5 mapping document. These documents clarify the role of the portfolio and assessments, evidencing how the NMC standards are met.</p> <p>UoL confirms the university technical correction requirements in relation to condition two are met.</p>	
<b>AEI Observations</b>	<p><b>Observations have been made by the education institution</b></p> <p>No</p>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval
<b>Date condition(s) met:</b>	30 July 2020

### Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><i>Standards for pre-registration midwifery programmes (NMC, 2019)</i></p> <p><i>The Future midwife: Standards of proficiency for registered midwives (NMC, 2019)</i></p> <p><u><i>Standards framework for nursing and midwifery education (NMC, 2018)</i></u></p> <p><u><i>Standards for student supervision and assessment (NMC, 2018)</i></u></p>

*The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018)*

QA Framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook (September 2018 updated July 2019)

## 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.*

There's documentary evidence of UoL systems and procedures to promote effective partnerships working. There are several boards/committees/groups where quality monitoring, initial and ongoing development of the programme occurs. This is evidenced through terms of reference and minutes of meetings; the joint oversight board, and the placement innovation nursing and midwifery group includes UoL staff and PLPs as members. SUs, students, and PLPs are part of the midwifery with leadership programme management committee and the midwifery curriculum development group. PLPs, SUs and students confirm their involvement in these groups and report they feel their voice is listened to and informs programme development, citing examples where their contribution has impacted on the programme development. The PLPs report very good links with the programme team both formally and informally in their roles as link lecturers, personal tutors and academic assessors. There are several secondments from the main PLP to the midwifery academic team which is encouraged by both organisations, aids effective partnership working and students report this enhances the quality of the practice and theory learning.

Documentary analysis and the approval process evidence established and effective partnership working for the development and ongoing monitoring of this programme. There's evidence that partner AEIs and PLPs have worked collaboratively on the implementation of the SSSA including the production of a joint practice learning handbook and other ongoing developments since the implementation of the SSSA in September 2019. There's documentary and verbal evidence from students that they were consulted regarding the implementation of SSSA in the current programme and the associated required changes to the pan-London midwifery practice assessment document in February 2019. The students confirm they were consulted regarding the development of the new programme



after which they unanimously agree to transfer to the new curriculum.

The documentary evidence indicates strong collaboration between the network of AEs and PLPs that share placements across the regional area which includes UoL. There's a shared approach towards educational audit, student evaluation, monitoring of practice supervisor and practice assessor status, management of the MORA and planning and monitoring of student placements and practice learning experience. The PLPs confirm their involvement in this group, and the collaborative work to increase the number, and enhance the quality of student placements.

Students confirm they evaluate their practice experience as part of each practice module and PLPs confirm they receive this data. However, such data could be provided more frequently and sooner, to facilitate quality enhancement activity within practice learning environments. (Recommendation two)

Leicester medical school and the UoL school of allied health professions have a joint 'patient and carer group' framework document which was revised in November 2019 and a SU and carer group. The framework clearly sets out a range of information relating to SUs' involvement in education generally including recruitment, training, support and payment for example.

UoL have an admissions group which meet twice a year and ensures PLPs, SUs and students are involved in the selection process and undertake equal opportunities training. The membership of the admissions group includes SUs. Student descriptions of their interview experience aligns with the programme documentation evidencing the use of multi-mini interviews. PLPs and SUs confirm their involvement in the process.

**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 and**

***Met***

**Gateway 2: Standards for student supervision and assessment**

***Met***

**If not met, state reason**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

N/A

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

N/A

**Student journey through the programme**

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

**AEIs must:**

1.1 Appoint a lead midwife for education who is responsible for midwifery education in the AEI

1.2 Inform the NMC of the name of the lead midwife for education

1.3 Ensure recognition of prior learning is not permitted for pre-registration midwifery programmes

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

1.4 Ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education

1.5 Confirm on entry to the programme that students:

1.5.1 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

1.5.2 Demonstrate an understanding of the role and scope of practice of the midwife

- 1.5.3 Demonstrate values in accordance with the Code
- 1.5.4 Have capability to learn behaviours in accordance with the Code
- 1.5.5 Have capability to develop numeracy skills required to meet programme outcomes
- 1.5.6 Can demonstrate proficiency in English language
- 1.5.7 Have capability in literacy to meet programme outcomes
- 1.5.8 Have capability for digital and technological literacy to meet programme outcomes
- 1.6 Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes
- 1.7 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
- 1.8 Ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully
- 1.9 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
- 1.10 Ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult) and the programme complies with Article 40(1)(b) of Directive 2005/36/EC outlined in Annexe 1 of this document.

Note: Education institutions and their practice learning partners may propose to transfer current students onto the new programme to meet the Standards for pre-registration midwifery programmes. If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.

**Proposed transfer of current students to the programme under review**

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the Standards for pre-registration midwifery programmes (NMC, 2019).

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

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

*Evidence provides assurance that the following requirements are met:*

**1.1 Appoint a lead midwife for education who is responsible for midwifery education in the AEI**

**Yes**

**1.2 Inform the NMC of the name of the lead midwife for education**

**Yes**

**1.3 Ensure recognition of prior learning is not permitted for pre-registration midwifery programmes**

**Yes**

**1.4 Ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education**

**Yes**

**1.5.1 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**

**1.5.2 Demonstrate an understanding of the role and scope of practice of the midwife**

**Yes**

**1.5.3 Demonstrate values in accordance with the Code**

**Yes**

**1.5.4 Have capability to learn behaviours in accordance with the Code**

**Yes**

**1.5.5 Have capability to develop numeracy skills required to meet programme outcomes**

**Yes**

**1.5.6 Can demonstrate proficiency in English language**

**Yes**

**1.5.7 Have capability in literacy to meet programme outcomes**

**Yes**

**1.5.8 Have capability for digital and technological literacy to meet programme outcomes**

**Yes**

*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*

**1.6 Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes**

**Met**

R1.6 is met. Numeracy, literacy, digital and technological literacy are assessed as part of the entry to the programme in the mini multiple interview process; this is evidenced through the mark sheets for the relevant interview stations. Students at the approval visit confirm this reflects their own interview experience.

Students are supported to develop their numeracy, literacy, and digital and technological literacy through a range of methods including expected engagement with teaching, learning and assessment methods which requires these skills. These include the opportunity for self-directed and directed e-learning, expected use of iPad in learning activity sessions, the use of online safeMedicate for formative and summative assessment, electronic submission of assignments and engagement with online processes such as providing and receiving feedback.

The UoL student academic skills centre provide additional support for numeracy and literacy for those who require it. Students are provided with an iPad at the start

of the programme and there are plans for the MORA to be electronic from September 2020. UoL library services across healthcare subjects are coordinated in providing support for literacy. Students positively describe UoL support for their studies giving examples of proactive information being provided such as relevant online links/websites. This includes resources to develop numeracy, literacy, digital and technological literacy.

*Evidence provides assurance that the following requirements are met:*

**1.7 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**

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

**Yes**

**1.9 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**

**1.10 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**

*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.**

All current students, namely September 2018 and September 2019 cohorts, will be transferred to the new curriculum in September 2020. The 2018 MSci programme outcomes have been mapped to the new programme for 2020 and no gaps identified. The students have been consulted about the transfer and have been reassured that their current programme and assessment of practice document maps to the new MORA. There's documentary evidence of this process. Students confirm they've been consulted and are in agreement with the transfer.

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

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

The current MSci midwifery programme successfully underwent a major modification in May 2019 to adopt the SSSA, and this has now been implemented.

PLPs and students confirm the SSSA have been implemented and are working well. Ongoing education and support is available from UoL.

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

Yes

**Outcome**

**Is the standard met?**

**Met**

**Date: 3 July 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

**N/A**

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

N/A

## Standard 2: Curriculum

### AEIs together with practice learning partners must:

2.1 Ensure programmes comply with the NMC Standards framework for nursing and midwifery education

2.2 Comply with the NMC Standards for student supervision and assessment

2.3 Ensure that programme learning outcomes reflect the NMC Standards of proficiency for midwives

2.4 Involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes

2.5 Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

2.6 Design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice

2.7 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

2.8 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

2.9 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:

2.9.1 Full time education and training as a midwife is a minimum of three years and 4,600 hours, or

2.9.2 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

2.9.3 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.

*Evidence provides assurance that the following requirements are met:*

**2.1 Ensure programmes comply with the NMC Standards framework for nursing and midwifery education**

**Yes**

**2.2 Comply with the NMC Standards for student supervision and assessment**

**Yes**

**2.3 Ensure that programme learning outcomes reflect the NMC Standards of proficiency for midwives**

**Yes**

*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.*

**2.4 Involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes**

**Met**

R2.4 is met. There's verbal and documentary evidence that SUs have been involved in the design and development of the programme. The programme team sought SU views from formal meetings and through the 'infant feeding room' and 'infant feeding café'.

SUs describe being involved in a range of programme delivery activities including the production of videos, interviewing, IPL activities, and sharing their stories. Of particular note is the contribution SUs provide to the interview process ensuring that cultural factors are appropriately considered, which in turn can influence/promote the cohort being representative of the local community. SUs confirm they are part of the programme management group and are exposed to student evaluation of the programme. They report the midwifery programme is embedded within the community and they are expecting to be further involved in the later years of the programme as it rolls out.

SUs describe feeling respected and valued; they report they are listened to. SUs

confirm they receive appropriate training and support for their role and where appropriate will mentor each other.

The MORA provides documentary evidence of SUs' feedback on their experience of students being involved in their care. PLPs and students report that SUs are encouraged to provide feedback on their practice and this is facilitated by the midwife practice supervisor.

*Evidence provides assurance that the following requirements are met:*

**2.5 Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language**

**N/A**

This programme is not being 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.*

**2.6 Design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice**

**Met**

R2.6 is met. The programme documentation and approval visit evidences that students are supported and provided with relevant and ongoing exposure to midwifery practice to achieve the Standards of proficiency for midwives and the programme outcomes.

UoL have a range of student support mechanism including midwifery and university wide professional academic and pastoral support systems. Each student has a personal tutor for the duration of the programme and access to module leaders, the programme leader, librarian services and a wide range of university support services. In addition, second year students provide first-year students with peer support within a buddy scheme, which both groups report as beneficial across theory and practice activity. Each student is allocated an academic assessor for each year of the programme. In practice learning environments there's support for the students from allocated practice supervisors, practice assessor, practice learning facilitators, professional midwifery advocates and the wider clinical team. Students confirm effective support across theory and practice learning.

There's collaboration between UoL, PLPs and other AElS who share the same practice learning environments to coordinate practice placements. Students are allocated to specific placements in partnership with each PLP appropriate to their

year within the programme. There's a clear programme structure within the programme specification and student handbook. This details students' practice experience across the four years, enabling regular exposure to all aspects of midwifery practice. PLPs and students confirm caseloading is encouraged and supported from year one and fosters continuity of care in line with the national 'better births' policy.

The programme team report placement allocation recording and monitoring systems in place detailing how students gain a broad range of midwifery practice experiences enabling them to meet programme learning outcomes and proficiency requirements. PLPs confirm the systems in place are collaborative and effective. Academic assessors monitor students' practice learning through their practice documents and meetings with students and practice assessors to ensure students gain the required experiences and proficiencies across a range of diverse populations, care needs and 24/7 service.

IPL opportunities occur within clinical practice and students are encouraged to participate in planned learning activities. Students and PLPs confirm this. PLPs and students tell us there are opportunities to work with midwives and other clinical specialists in services for those who experience substance misuse, domestic violence, safeguarding issues or other complex needs.

There's IPL in the first module of the programme on professional development with operating department students and nursing students, and with nursing students in leadership modules, as well as some additional educational sessions. Student midwives are exposed to IPL opportunities with medical students working with SUs who share their lived experiences of a range of conditions. Students and SUs confirm this, indicating the positive interactions and learning. For example, UoL have set up infant feeding initiatives which provide opportunities for students to engage with SUs on campus and broaden their practice experience. Midwifery students were commended on their involvement and professionalism as part of this initiative by SUs.

The majority of the IPL activity during theory seems to be within years one and two of the programme. The programme team is advised to review the IPL opportunities in terms of the number of such opportunities, the diversity of the professional groups involved and when they occur, to ensure this is a strong theme throughout the programme. (Recommendation one)

*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.*

**2.7 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**

R2.7 is met. Documentary evidence and the approval process evidences technology enhanced and simulated learning opportunities are used effectively and proportionately.

The programme documentation provides a comprehensive picture of how numeracy, digital and technology enhanced opportunities are used to enhance learning and assessment. This starts at the recruitment processes, from online application, a numeracy assessment, to a simulation where SUs as actors lead a mini interview. UoL has access to a simulation suite with low and high-fidelity resources, and there's a midwifery lead for simulation. Simulation is planned into modules across all four years of the programme, for skills development and rehearsal and for assessment.

The SUs confirm co-production of scenarios for simulations activity and participation in the simulation sessions include feedback to students. Students report positively on the learning achieved during such simulation activity. Objective structured clinical examination (OSCE) assessment is used to assess proficiency in clinical scenarios which occur infrequently. Students are encouraged to participate in emergency scenarios within practice settings where this is available and appropriate. Students and PLPs confirm this.

The safeMedicate online package is used to support students' medicines management learning.

The library staff and academic team confirm university wide support, including additional small group and/or one to one support for numeracy and digital learning. Students with some experience of these services report this support is available and helpful.

*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.*

**2.8 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**

**Met**

R2.8 is met. The programme documents and approval visit confirm the programme meets the required hours and is 50 percent theory and 50 percent practice. The programme learning outcomes are mapped to the MORA, the NMC (2019) SPMP, and the NMC (2019) Standards of proficiency for midwives, with mapping documents down to modular level. The programme is delivered as a mix of taught,

self-directed and online learning, with a strong leadership focus from year one.

The modules cover key midwifery content for modern practice such as mental health, additional care needs for women and newborns, and globalization. Leadership modules are shared with nursing students. There's a midwifery elective/internship with a leadership focus.

Academic assessment includes a variety of assessment types including examinations, presentation, OSCEs, leadership portfolio, dissertation and traditional assignments. There's no compensation across modules. Documentary evidence of a range of learning, teaching and assessment strategies, including simulation, appropriate to the programme can be found in the module specifications. Students confirm their experience of a range of learning and assessment strategies.

Students report that they evaluate all modules and give examples of developments within the new curriculum based on their feedback.

The programme team, PLPs and students confirm that reflection is encouraged in theory and practice activity, both concurrently and retrospective to aid learning.

*Evidence provides assurance that the following requirements are met:*

**2.9.1 Full time education and training as a midwife is a minimum of three years and 4,600 hours, or**

**Yes**

**2.9.2 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**

**No**

This programme isn't designed for those already registered with NMC as an adult nurse.

**2.9.3 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.**

**No**

This programme isn't designed for those already registered with NMC as an adult nurse.

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

Yes

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

Yes

**Outcome**

Is the standard met?

*Met*

Date: 3 July 2020

**Post Event Review**

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

**Standard 3: Practice learning**

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

3.1 Provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives

3.2 Ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families

3.3 Provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working

3.4 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

3.5 Provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services

3.6 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

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

3.8 Ensure students experience the range of hours expected of practising midwives, and

3.9 Ensure students are supernumerary

*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.*

**3.1 Provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives**

***Met***

R3.1 is met. The documentation, students and PLPs confirm students are offered a diverse range of practice opportunities to meet the Standards of proficiency for midwives. This includes the provision of care to a diverse local population, midwifery led care, and care to women and newborns with complex care needs. Students are supported to work with specialist midwives as well as inter-professional/multi agency teams.

The programme structure, including the placement schedule, ensure students achieve the required midwifery practice experiences across the four-year programme. Placement allocation is undertaken in partnership between AEs that share the same placements and PLPs and maps each student's practice experiences. This is monitored by the practice learning facilitator and academic assessor to ensure they get the required range of experience and achieve the required standards/proficiencies.

The MORA and its context document details the use of the MORA in UoL to record students' progress and achievement of proficiencies, all practice experience and assessments, including ongoing education and support for each student. This includes regular visits from midwifery academic assessors to practice settings as well as contact points via email and phone. All practice learning facilitators, practice supervisors and practice assessors report they understand the MORA, like its structure and are looking forward to it being the assessment document for all student midwives.

### **3.2 Ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families**

#### ***Met***

R3.2 is met. The programme development document and student handbook detail how individualised, holistic and compassion care is central to the ethos of the midwifery programme. The documentation, PLPs and students indicate that students are offered a diverse range of practice opportunities that includes opportunities for caseload holding experience, continuity of care, the provision of care to a very diverse local population, to women and newborns with complex care needs, and are supported to work with specialist midwives as well as inter-professional/multi-agency teams. Module content emphasises the importance of cultural awareness in the provision of midwifery in relation to diverse topics including optimising normal birth, infant feeding and meeting family needs.

The MORA assessment repeatedly refers to the student demonstrating holistic care of the woman and neonate, across the childbearing continuum.

Practice supervisors, practice assessors and students we met describe the importance of woman centred care, and the provision of this is the expectation of all professionals and students at all times. Students indicate that they are supported with caseloading activity from year one and this helps them understand the woman's perspective. The PLPs report they are progressing towards achieving the maternity service standards of 'better births', and students have the opportunity to work with the caseload holding teams of midwives, including the home birth team.

PLPs have an established newborn and infant physical examination (NIPE) strategy and students have the opportunity to gain experience and be assessed in this skill.

### **3.3 Provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working**

#### ***Met***



R3.3 is met. The programme documents including the programme specification, module descriptors and student handbook evidence there are IPL opportunities in theory and practice activity.

IPL opportunities in practice provide students will the opportunity to practice their skills and work with colleagues and agencies in a wide range of hospital and community settings. This learning is recorded and assessed within the MORA across all four years. Students describe learning from the inter-professional team in the provision of care to women with complex care needs, including safeguarding, mental health and pre-existing medical conditions.

IPL during the university setting includes the professional development module, leadership modules and some biological/research sessions. There are sessions shared with medical students where SUs share their experience of healthcare. The programme team indicate other IPL opportunities are planned for years three and four, for example for emergency maternity scenarios. Students report benefits from learning with medical students about SU experiences, and shared learning with other professional groups. The programme team are advised to review the amount and timing of inter-professional activity in theory, to ensure IPL is a strong theme across the whole programme. (Recommendation one)

Inter-professional working principles are assessed within several academic assessments and the OSCEs.

### **3.4 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***

R3.4 is met. The programme documentation, in particular the module specifications for practice, the student handbook and student midwife caseload holding guidelines detail how students are supported and assessed in relation to continuity of carer across the programme. There's a summative assessment based on a continuity of carer case study and practice assessments are recorded in the MORA each academic year.

Documentary evidence and feedback from PLPs during the approval visit indicate there's strong collaboration and coordination between AElS and PLPs around utilisation of the midwifery placement circuit. This includes providing students with opportunities for midwifery led care and caseload holding experience.

PLPs and students report caseload holding opportunities across all years of the programme, and the benefits of continuity of carer to fully understand the experience of women through the childbirth continuum. Caseload holding is well established within the PLPs and SUs report experience of students providing continuity of carer alongside midwives.

**3.5 Provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services**

***Met***

R3.5 is met. The programme documentation, the programme team, PLPs and students confirm the local population is diverse in regard to ethnicity and social demographics. The practice placement allocation ensures students have opportunities across the four-year programme to experience and be assessed in relation to the provision of midwifery led care, including caseload holding and where possible home births.

Student placements are planned to ensure students have the opportunity to work with midwives, and the wider inter-professional/multi agency team, to gain experience across the local population. This includes opportunities to work with midwives who provide care to specific client groups. For example, care of teenagers, migrants, and other disadvantaged group in the community. Midwives who provide care to specific client groups regularly contribute to taught sessions in the programme.

Two SUs at the approval visit represent different local communities, and indicate that cultural sensitivity is considered in one of the mini interviews at student recruitment, to assess appropriate cultural attitudes. In addition, cultural norms and responses are considered so the cohort of students reflects the local population.

At the approval visit the students gave us examples of diverse populations, and/or specialist care they had experienced as part of their practice learning, particularly linked to community midwifery care and caseload holding. Students are aware that there's taught content and practice experience on the provision of care for diverse populations throughout the programme.

The MORA requires students to record and reflect on practice experiences, including midwifery led care opportunities, and care to the diverse population, to demonstrate their adherence to the values and criteria of the Code. The achievement of experiences and proficiencies is monitored by the academic assessor regularly.

**3.6 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**

***Met***

R3.6 is met. There are taught modules in the programme that cover the knowledge and evidence base of provision of care to women with complex needs. The practice placement allocation plan provides students with opportunities to develop and be assessed in the provision of care for women and newborns with additional and/or complex health, including mental health, or social care needs. This is recorded and assessed within the MORA and monitored by the practice assessor and academic assessor.

Students told us they often get the opportunity to participate in the provision of holistic care for such women, including those with physical and mental health complex needs. Students indicate they are required to provide woman centred care and facilitate the woman's choices for themselves and their family and to empower them, even where there are very complex health or social care circumstances. This is one element of the practice assessment recorded within the MORA.

The students report they are encouraged as a senior student to include in their caseload at least one woman who has complex care needs.

Simulation in theory activity is developed in partnership with SUs and includes care for women with complex needs and in emergencies, that may not be experienced by students in practice.

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

#### ***Met***

R3.7 is met. There's a UoL strategy for supporting students with learning needs, and guidelines for practice adjustments and support. The student handbook details the range of services available to support students; this includes information and links for the accessibility centre and the student counselling service. Practice supervisor preparation includes information on supporting learners with a disability/reasonable adjustment. UoL senate regulations provide evidence when reasonable adjustments can/should be made and there's a written process for students to request a change of placement due to a range of circumstances. Where an occupational health report for an individual student has been received, this is taken into account when arranging the allocation of placements.

PLPs clearly articulate the process and how they work in partnership with the midwifery personal tutor or link tutor to agree adjustments to facilitate student learning when needed, while maintaining appropriate data protection/confidentiality. One PLP representative reports effective liaison with the midwifery link tutor when a student disclosed personal circumstances to them initially that affect the student's learning. Academic assessors are informed of any agreed adjustments.

Students report being encouraged to share personal circumstances with personal tutors and practice supervisors. Students indicate good support in practice and from all of the midwifery team for any personal or professional concerns. One student reports support from the professional midwifery advocate.

*Evidence provides assurance that the following requirements are met:*

**3.8 Ensure students experience the range of hours expected of practising midwives, and**

**Yes**

**3.9 Ensure students are supernumerary**

**Yes**

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

**Yes**

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

**Yes**

**Outcome**

**Is the standard met?**

***Met***

***Date: 3 July 2020***

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

***N/A***

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

N/A

**Standard 4: Supervision and assessment**

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

4.1 Ensure that support, supervision, learning opportunities and assessment that complies with the NMC Standards framework for nursing and midwifery education

4.2 Ensure that support, supervision, learning opportunities and assessment that complies with the NMC Standards for student supervision and assessment

4.3 Ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes

4.4 Provide students with feedback throughout the programme to support their development

4.5 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

4.6 Assess students to confirm proficiency in preparation for professional practice as a midwife

4.7 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

4.8 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

*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.*

**4.1 Ensure that support, supervision, learning opportunities and assessment that complies with the NMC Standards framework for nursing and midwifery education**

**Met**

R4.1 is met. There's evidence of effective arrangements for the support, supervision, learning opportunities and assessment which complies with SFMNE. There's established collaboration between the UoL, PLPs and other AEs that share the same placements. The group discusses all aspects of the curriculum, including strategic issues, education monitoring, practice learning placements including capacity, clinical and educational audits, student evaluation data and to how to progress practice issues through partnership working. Quality monitoring reports such as Care Quality Commission (CQC) reports are considered and any impact on student learning would be mitigated against and followed up through a collaborative action plan. There are fitness to practise regulations and processes, and policies such as raising concerns and equity and diversity, which students and PLPs indicate they are familiar with.

Educational governance processes include programme management boards, oversight groups, AEI/PLP meetings and plans for a staff/student liaison group. These groups oversee quality activities such as programme quality, educational audit recorded within 'clinical placement profile and clinical audit' documents, and evaluation activity. Representatives from both PLPs attended the approval visit and confirm their contribution to these meetings.

An external examiner has been appointed, but no annual report has yet been required.

The support, supervision and assessment of students is provided by suitably qualified, prepared and skilled midwives and healthcare professionals. The UoL has a strategic plan to increase the midwifery academic team as the programme rolls out. The senior team of the college of life sciences reinforced UoL commitment to increasing the academic team as the programme expands. They confirm support for the team in their educational development and in all aspects of programme development and delivery. The PLPs report good formal and informal working with the midwifery programme team, including supporting secondments from the PLPs to UoL. The secondees provide additional support for students and midwives, for practice learning and assessment activity through an informal network between the PLP and midwifery programme team.

There's a guideline and process for supporting students in practice settings which includes academic links to each PLP, with designated practice learning facilitators. The level of supervision of students required in practice at various stages of the programme is detailed in the MORA.

Students confirm they can access midwifery academics for any personal issue as well as for practice issues, including learning support for cases where they are unclear about the events that occurred, or where they were emotionally challenged by the events. Students, practice supervisors, practice assessors, and practice learning facilitators all confirm they know the primacy of public safety and the process for raising and escalating concerns about practice activity or learning in practice. Practice supervisors, practice assessors and practice learning facilitators

confirm they know when and how to raise concerns about students' knowledge, skills or behaviour whether linked to health or practice ability including the fitness to practise processes.

Information on support in and for practice is detailed in the student handbook and the MORA.

Documentary evidence and the approval visit confirm effective systems are in place for student evaluation of the theory elements of the programme. There's a system to capture student evaluation of practice learning. However, feedback data to PLPs could be provided more frequently and sooner, to facilitate quality enhancement activity within practice. (Recommendation two)

#### **4.2 Ensure that support, supervision, learning opportunities and assessment that complies with the NMC Standards for student supervision and assessment**

##### ***Met***

R4.2 is met. Documentary evidence and information at the approval visit evidences that the academic and practice support, supervision, learning opportunities and assessment available to students throughout the programme meets the requirements of the SSSA. The programme is designed to support practice learning and the development and achievement of the programme outcomes and Standards of proficiency for midwives.

All the PLPs at the approval visit indicate they have received education about the SSSA and these requirements are embedded within practice since the adoption of the SSSA for all midwifery students in September 2019. Students report effective education about the SSSA requirements and support in practice following their introduction.

The MORA and associated context document detail the UoL use of the MORA, including ongoing education, preparation for the practice supervisors and practice assessors and an implementation support plan. This plan includes regular visits from midwifery link tutors/academic assessors to practice settings as well as contact points via email and phone. All practice learning facilitators, practice supervisors and practice assessors report they have seen the MORA and like its structure.

Students are allocated a practice supervisor, practice assessor and academic assessor for placement learning. Each of these roles is detailed within the MORA and in the England and Northern Ireland collaboration preparation pack supporting the implementation of the MORA. Current sign-off mentors have received face to face update and transition education to prepare them for the new roles of practice supervisor and practice assessor and using the MORA. More recently this transition education is being provided via online learning activities due to COVID-19.

Practice assessors and practice supervisors are required to complete a specified education package and then complete a self-declaration form, which indicates they understand the role and responsibilities and will adhere to them. The completion of the education packages and self-declarations is monitored by the practice learning facilitators and PLP managers, to ensure all practice supervisors and practice assessors meet the role requirements are appropriately prepared. PLPs senior leaders, managers, practice learning facilitators, practice assessors and practice supervisors confirm resources, preparation and ongoing support is in place for the roles.

Academic assessors are prepared in line with the England and Northern Ireland collaboration preparation pack supporting the implementation of the MORA. The role and responsibilities of the academic assessor is detailed within the MORA and student handbook. Preparation for this role occurs within the AEI and/or alongside PLPs' preparation session for practice assessors. The AEI provides resources, including time and ongoing support for academic assessor activity. The MORA records who the academic assessor is for each student, for each year of the programme, to ensure there's no overlapping of roles, in line with SSSA requirements.

#### **4.3 Ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes**

##### ***Not Met***

R4.3 is not met. The achievement of the programme outcomes and Standards of proficiency for midwives is ensured through the programme structure over the four years, through the undertaking and achievement of all the module content and assessments across theory and practice. This is illustrated through mapping documents showing the programme learning outcomes and the MORA mapped to the Standards of proficiency for midwives. Student achievement for each module and Standards of proficiency for midwives and programme outcomes is monitored by the midwifery academic assessor in line with UoL academic programme and governance regulations, including the LME.

The pharmacology and medicines management module occurs in year three of the programme and has two assessments covering all the module learning outcomes. The first assessment is an OSCE undertaken at the end of the module. The second assessment is a requirement for students to maintain through the rest of the programme a portfolio of learning, the detail of which isn't clearly explained nor is the timeframe for completion. (Condition one)

The AEI and PLPs work in partnership to arrange practice placement for each student in line with the programme structure to ensure students gain the range and depth of experience required to support achievement of the Standards of proficiency for midwives and programme outcomes. This is monitored by practice



learning facilitators and academic assessors.

#### **4.4 Provide students with feedback throughout the programme to support their development**

##### **Met**

R4.4 is met. There's an appropriate mix of academic assessments to support student development. These include a numeracy/medicine management examination, unseen written examinations, including to meet United Nations Children's Fund baby friendly standards, academic essays/reviews, reflective essays, case studies, oral presentations, posters and OSCEs.

The programme document shows that there are processes to provide students with feedback throughout the programme in both theory and practice components. Evaluative and constructive information is included for each module and these have both formative and summative components for the purpose of student progression. UoL have an assessment policy and a policy on the return of marked work.

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 will enable both the practice supervisor and practice assessor to provide ongoing formative and summative feedback to the student in the practice setting.

Additional feedback is provided by the student's personal tutor who monitors progress and development and provides pastoral care and support throughout the programme. All the students we met at the approval visit confirm the feedback and support provided by midwifery programme team.

SUs can provide formative feedback on students' performance when they have been involved in their care as part of the practice assessment process. This was confirmed by SUs we met. The student's practice assessor or practice supervisor approaches SUs to obtain feedback and this is recorded in the MORA. Practice supervisors, practice assessors and students we met confirm this process is already in place and works well.

*Evidence provides assurance that the following requirements are met:*

#### **4.5 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**

#### **4.6 Assess students to confirm proficiency in preparation for professional**

practice as a midwife

Yes

**4.7 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

**4.8 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

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

Yes

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

Yes

**Outcome**

**Is the standard met?**

***Not Met***

The 'pharmacology and medicines prescribing applied to midwifery practice' module in year three of the programme has two assessment components; an OSCE and a requirement for students to maintain a portfolio of the learning through the rest of the programme. The focus of the portfolio isn't clearly explained nor is the timeframe for completion.

Condition one: The programme team will review the assessment strategy for the 'pharmacology and medicines prescribing applied to midwifery practice' module to ensure students demonstrate at the point of registration competence in the administration of medicines. (SPMP R4.3)

**Date: 3 July 2020**

**Post Event Review**

**Identify how the condition is met:**

Condition one: The AEI provided revised documentation. An overall response document describes how the MORA demonstrates that all NMC SPMP and Standards of proficiency for midwives related to medicines management are achieved and the role of the non-medical prescribing portfolio. The non-medical prescribing (readiness) portfolio provided explains its continued use throughout the remainder of the programme within the practice setting. The portfolio includes reflections and evidences students' understanding of the principles of non-medical prescribing based on the Royal Pharmaceutical Society's prescribing competency framework (2016) that are verified by a designated medical practitioner or independent prescriber. The practice assessor and academic assessor have oversight of the process. The portfolio is summatively assessed as pass or fail by the end of the programme in the final placement. Successful completion deems the student to be prescribing ready at the point of registration.

Updated programme specification, module descriptor for 'pharmacology and medicines prescribing applied to midwifery practice' module and Standards of proficiency for midwives D1-5 mapping document provided clarify the role of the portfolio and assessments, evidencing how the NMC Standards are met.

Condition one is now met. R4.3 is now met.

**Evidence:**

Approved outcomes responses, 30 July 2020

MSci midwifery 24 module specifications, 30 July 2020

2020 MSci Midwifery with leadership programme specification, revised, 30 July 2020

Portfolio - pharmacology and medicines prescribing applied to midwifery practice, 30 July 2020

Mapping NMC 2019 Standards of proficiency for midwives D1-5, 30 July 2020

**Date condition(s) met:** 30 July 2020

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

***Met***

Condition one is now met. R4.3 is now met.

**Standard 5: Qualification to be awarded**

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

5.1 Ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level

5.2 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. 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.

*Evidence provides assurance that the following requirements are met:*

**5.1 Ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level**

**Yes**

**5.2 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. 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**

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

**Yes**

**Outcome**

**Is the standard met?**

***Met***

**Date: 3 July 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

*N/A*

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

*N/A*

## Section four

### Source 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	Yes
Programme specification(s)	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration midwifery programmes (NMC, 2019)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the LME	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	Yes
List additional documentation: UoL learning strategy 2017-2021, 2017 UoL digital strategy, 2019 UoL elective/internship guidelines 2020-2021, 2020 UoL, college of life sciences; fitness to practise regulations, 2019  Updated 30 July 2020 post conditions:	

<p>Approved outcomes responses, 30 July 2020  MSci midwifery 24 module specifications, 30 July 2020  2020 MSci Midwifery with leadership programme specification, revised, 30 July 2020  Portfolio - pharmacology and medicines prescribing applied to midwifery practice, 30 July 2020  Mapping NMC 2019 Standards of proficiency for midwives D1-5, 30 July 2020  MSci Midwifery with leadership UoL approval panel report, 30 July 2020  Programme approval panel chair approval of outcomes, 30 July 2020</p>
<p>If you stated no above, please provide the reason and mitigation  N/A</p>
<p>Additional comments:  None</p>

<b>During the visit the visitor(s) met the following groups</b>	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
<p>If yes, please identify cohort year/programme of study:  Four first year student midwives, including the course representative.  All six second year student midwives, including the course representative.</p>	
Service users and carers	Yes
<p>If you stated no above, please provide the reason and mitigation  N/A</p>	
<p>Additional comments:  None</p>	

<b>The visitor(s) viewed the following areas/facilities during the visit:</b>	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning  Virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
<p>If yes, state where visited/findings:  N/A</p>	
System regulator reports reviewed for practice learning partners	Yes

System Regulator Reports List  
CQC inspection report, University Hospitals of Leicester NHS Trust, February 2020

If you stated no above, please provide the reason and mitigation  
There wasn't a requirement to visit facilities for this programme approval.

Additional comments:  
This approval visit was conducted remotely due to the COVID-19 pandemic.

### **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	Elizabeth Cluett Jennifer Dye	Date	12 July 2020
Checked by	Bernadette Wallis	Date	6 August 2020
Submitted by	Amy Young	Date	14 August 2020
Approved by	Leeann Greer	Date	19 August 2020