

Programme approval report

Section one

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| Programme provider name: | University of the West of England, Bristol |
| In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i> | Gloucestershire Hospitals NHS Foundation Trust Great Western Hospitals NHS Foundation Trust Royal United Hospitals Bath NHS Foundation Trust North Bristol NHS Trust University Hospitals Bristol and Weston NHS Foundation Trust |
| 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 |

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| | <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: | 8 January 2021 | | | | | | | | | | | | |
| Programme start date: | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> <tr> <td style="width: 50%;">Registered Midwife – 18M</td> <td style="width: 50%;"></td> </tr> <tr> <td style="width: 50%;">Registered Midwife – 24 M</td> <td style="width: 50%;"></td> </tr> <tr> <td style="width: 50%;">Registered Midwife – 36 M</td> <td style="width: 50%;">13 September 2021</td> </tr> <tr> <td style="width: 50%;">Registered Midwife – degree apprentice</td> <td style="width: 50%;">13 September 2021</td> </tr> </table> | | | | | Registered Midwife – 18M | | Registered Midwife – 24 M | | Registered Midwife – 36 M | 13 September 2021 | Registered Midwife – degree apprentice | 13 September 2021 |
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| | | | | | | | | | | | | | |
| Registered Midwife – 18M | | | | | | | | | | | | | |
| Registered Midwife – 24 M | | | | | | | | | | | | | |
| Registered Midwife – 36 M | 13 September 2021 | | | | | | | | | | | | |
| Registered Midwife – degree apprentice | 13 September 2021 | | | | | | | | | | | | |
| QA visitor(s): | Registrant Visitor: Lyz Howie Lay Visitor: Kuldeep Singh | | | | | | | | | | | | |

Section two

Summary of review and findings

The University of the West of England (UWE), Bristol, an established approved education institution (AEI), presents a Bachelor of science with honours (BSc (Hons)) midwifery and BSc (Hons) midwifery apprenticeship scheduled to run twice a year commencing in September 2021. Both routes lead to professional registration as a midwife against the Standards for pre-registration midwifery programmes (SPMP) (NMC, 2019). There are no fall back awards that lead to eligibility to register as a midwife. The routes are full-time, with a minimum of three years for the BSc (Hons) midwifery and four years for the BSc (Hons) midwifery apprenticeship. The approval visit was held remotely due to the COVID-19 pandemic.

The programme planning document details the development of a curriculum philosophy and structure influenced by Nursing and Midwifery Council (NMC) regulation, national policies, contemporary midwifery practice demands, the changing population demographics and UWE's academic framework. There's clear evidence from the analysis of documents and discussions during the approval visit of effective ongoing partnership working between the AEI, students, practice learning partners (PLPs) and service users at both operational and strategic levels.

Collaboration between all stakeholders in the development of the midwifery programme is confirmed at the approval visit meetings with key stakeholder groups. Students, PLPs and service users speak about their involvement in curriculum design and development. At the approval visit students express they feel their voices are heard and they can see elements of the programme that have been influenced by their feedback (enquiry-based learning and work-based learning days).

The following apprenticeship employer partners confirm their support for the BSc (Hons) midwifery degree apprenticeship route:

- Great Western Hospitals NHS Foundation Trust
- University Hospitals Bristol and Weston NHS Foundation Trust
- North Bristol NHS Trust
- Gloucestershire Hospitals NHS Foundation Trust
- Royal United Hospitals Bath NHS Foundation Trust

Programme curriculum content, modes of delivery and practice learning experiences are designed to meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), Standards for student supervision and assessment (SSSA) (NMC, 2018), SPMP and Standards of proficiency for midwives (SPM) (NMC, 2019).

The practice documentation is the England and Northern Ireland midwifery ongoing record of achievement (MORA) which will be adopted for use by this AEI. UWE were members of the midwifery practice assessment collaboration (MPAC) who developed the MORA. The MORA is mapped to the SPM.

No concern is identified by system regulators regarding practice learning environments to be used for the programmes. There are shared processes between PLPs and the AEI at a strategic level if any concerns are identified. There are clear and systematic processes for monitoring, escalating and resolving any issues that may cause any risks to students within practice and learning. The students and other stakeholders we spoke to confirm that these processes are effective and responsive.

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

The SSSA are met at programme level.

The programme is recommended for approval subject to one NMC condition and one joint condition. Visitors made one recommendation.

Update 5 February 2021:

The programme team has provided documentation to meet the NMC condition and the joint condition. The AEI has confirmed the joint condition is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

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| Recommended outcome to the NMC: | Programme is recommended to the NMC for approval <input type="checkbox"/> |
| | Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/> |
| | Recommended to refuse approval of the programme <input type="checkbox"/> |

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| Conditions: | <p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: The programme team must provide written evidence of commitment by employer partners. (SFNME R2.5, R2.12, SPMP R4.1)</p> <p>Selection, admission and progression:</p> <p>None identified</p> |
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| | <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition two: Amend programme documentation to address any typographical errors and inconsistencies highlighted at the visit. (SFNME R3.2, SPMP R2.1) (NMC and university condition)</p> |
| Date condition(s) to be met: | 5 February 2021 |
| Recommendations to enhance the programme delivery: | Recommendation one: The programme team should consider including reference in the relevant module descriptor of the numeracy assessment which must be passed with a score of 100 percent. (SPMP R4.5) |
| Focused areas for future monitoring: | None identified |

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| Programme is recommended for approval subject to specific conditions being met | |
| Commentary post review of evidence against conditions: | |
| <p>The AEI provided five signed employer partner agreements for the apprenticeship programme. Condition one is now met.</p> <p>The AEI provided updated programme documentation to evidence that the inconsistencies in formatting and errors in detail across the relevant documents have been addressed. The AEI have also confirmed that the required amendments have been made. Condition two is now met.</p> | |
| AEI Observations | <p>Observations have been made by the education institution</p> <p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> |
| Summary of observations made, if applicable | |

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| 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 February 2021 |

Section three

| NMC Programme standards |
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| <p>Please refer to NMC standards reference points</p> <p>Standards for pre-registration midwifery programmes (NMC, 2019)</p> <p>The Future midwife: Standards of proficiency for registered midwives (NMC, 2019)</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standards for student supervision and assessment (NMC, 2018)</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, 2020)</p> |

| Partnerships |
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| <p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p> |
| <p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standard 1: The learning culture:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality:</p> <p>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</p> <p>R2.4 comply with NMC Standards for student supervision and assessment</p> <p>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</p> |

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Programme documentation provides evidence of partnership working between UWE and key stakeholders (students, service users, local community partnership groups, advocacy groups and PLPs) in the co-production, co-delivery and evaluation of the programme. There are a range of practice placement areas to support delivery of the programme involving PLPs and service users in midwifery and wider services.

Analysis of documentary evidence and discussions at the approval visit demonstrate effective partnership working between the AEI and all stakeholders. Students, service users, local community partnership groups, advocacy groups and PLPs were engaged in the development of the new curriculum. All stakeholders articulate with examples where their feedback has been incorporated into the programme at different levels.

The programme team provide assurance of their commitment to robust partnership working with stakeholders in the development, delivery and evaluation of the programme at both strategic and operational levels. The PLP representatives present at the approval visit speak positively about the working of this partnership and their meaningful involvement. Senior management within the AEI confirm that

for the midwifery apprenticeship route preliminary meetings were held with employer partners and there are partnership boards with apprenticeship employers that meet regularly to discuss matters at a strategic level. Communities of practice meetings are attended by senior management within the AEI and these feed into the faculty teaching and learning committees. There's a strategic lead for practice learning and partnership and a robust system for placement audits and evaluations that's fed back to placement areas. Programme documentation details that practitioners and service users participate in recruitment and selection and assessment of student competence.

Senior representatives from all intended employer partners confirm verbal support for the midwifery apprenticeship route. There are examples of written agreement and commitment statement templates. These detail the intention of the AEI and its PLPs to work in partnership to ensure that there are sufficient appropriately qualified practice supervisors, practice assessors and academic assessors available to provide support and practice-based assessments. However, signed evidence is still to be provided and a condition has been applied. (Condition one).

Programme documentation reports that PLP views have been collected in a variety of ways. These include involvement in a curriculum steering group, heads of midwifery (HOMs) education meetings, small group meetings between the co-programme lead and practice development midwives, larger group surveys and discussions between practice associate lecturers in midwifery (PALMs) and midwives in the practice area. Stakeholder events were held at the AEI and there's been one to one discussion with key PLPs in practice.

There's evidence of feedback and minutes from student consultation including curriculum working group meetings related to theory curriculum/student experience. There's also evidence of a future midwife stakeholder engagement event, quarterly HOMs meetings, midwifery service user engagement meetings, UWE midwifery community partnership group meetings and midwifery advocacy group meetings where the curriculum was discussed. At the approval visit PLPs and service users confirm they were involved in curriculum design and development. Service users talked about attending service user and advocacy group meetings.

The programme documentation evidences student recruitment, selection and admissions processes, which involves PLPs and the service user voice in the development of interview questions, panel participation and assessing candidates at selection events. At the approval visit service users confirm that they're members of the interview panel and have been given training to support them in this role. They feel there is effective partnership working and give an example where wording of interview questions and the language within them was changed due to their feedback.

At the visit, the service users, community partnership group and advocacy groups confirm their contribution to programme development and delivery of theory

sessions. The service users tell us about opportunities available to them to participate in student learning by sharing their lived experiences and give examples of teaching into the midwifery programme and being part of the learning and teaching strategy through contribution to story boards. They speak about a mutually beneficial reciprocal relationship where there's partnership working between these groups to achieve one goal: woman centred care. Service users and third sector groups feel they're valued and their contribution appreciated by the programme team and teaching faculty. They tell us that this kind of positive partnership working helps them to reach 'hard to reach' and under-represented groups within their local community. The student, stakeholder, service user advocacy group consultation document details the involvement of these groups. Service users speak about the proposal for them to be involved with simulated/role play sessions but, due to COVID-19, this wasn't feasible. At the approval visit students confirm they'd met with service users who contribute to their teaching, learning and assessment. There's an evident reciprocal relationship between the UWE midwifery team and the community partnership groups and service users.

Students confirm there are student representatives and midwifery ambassadors who have input and involvement into the programme and on interview panels. They speak about processes of evaluation and feedback through module evaluation questionnaires, anonymous online feedback mechanism, student representative meetings, work-based learning days and direct contact with the programme leader and lead midwife for education (LME). Programme documents and students confirm their participation in interprofessional learning. At the approval visit students confirm they've undergraduate simulation practice obstetric multi-professional training (PROMPT) days with medical students and are involved in the PROMPT training days in practice working with clinical staff. Students also describe a service improvement project module where they've interdisciplinary learning with radiographers and physiotherapists. Overall, students feel the programme team and PLPs are receptive to their needs. Students feel valued and state that their voices are heard.

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

MET **NOT MET**

There are examples of written agreement and commitment statement templates. These detail the intention of the AEI and it's PLPs to work in partnership to ensure there are sufficient appropriately qualified practice supervisors, practice assessors and academic assessors available to provide support and practice-based assessments. However, signed evidence is still to be provided and a condition has been applied.

Condition one: The programme team must provide written evidence of commitment by employer partners. (SFNME R2.5, R2.12, SPMP R4.1)

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

MET **NOT MET**

Post event review

Identify how the condition(s) is met:

Condition one: The AEI have provided signed evidence of employer partnership agreements for the five NHS trusts listed in the summary section.

Condition one is now met.

Evidence:

- Statement of commitment Great Western Hospitals NHS Foundation Trust, 15 February 2021
- Statement of commitment University Hospitals Bristol and Weston NHS Foundation Trust, 15 January 2021
- Statement of commitment North Bristol NHS Trust, 2 February 2021
- Statement of commitment Gloucestershire Hospitals NHS Foundation Trust, 5 February 2021
- Statement of commitment Royal United Hospitals Bath NHS Foundation Trust, 5 February 2021

Date condition(s) met: 5 February 2021

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

Student journey through the programme

Standard 1: Selection, admission and progression

AEIs must:

- R1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI
- R1.2 inform the NMC of the name of the lead midwife for education
- R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes

AEIs together with practice learning partners must:

- R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
- R1.5 confirm on entry to the programme that students:

- R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in Annexe 1 of this document
- R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
- R1.5.3 demonstrate values in accordance with [the Code](#)
- R1.5.4 have capability to learn behaviours in accordance with the Code
- R1.5.5 have capability to develop numeracy skills required to meet programme outcomes
- R1.5.6 can demonstrate proficiency in English language
- R1.5.7 have capability in literacy to meet programme outcomes
- R1.5.8 have capability for digital and technological literacy to meet programme outcomes
- R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes
- R1.7 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the [NMC Guidance of health and character](#). This includes satisfactory occupational health assessments and criminal record checks
- R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully
- R1.9 ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and
- R1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult) and the programme complies with Article 40(1)(b) of Directive 2005/36/EC outlined in Annexe 1 of this document.

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

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

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

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

- R1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI
 YES NO
- R1.2 inform the NMC of the name of the lead midwife for education
 YES NO
- R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes
 YES NO
- R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
 YES NO
- R1.5 confirm on entry to the programme that students:
- R1.5.1 enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification as appropriate outlined in [Annexe 1](#) of this document
 YES NO
- R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
 YES NO
- R1.5.3 demonstrate values in accordance with the Code
 YES NO
- R1.5.4 have capability to learn behaviours in accordance with the Code
 YES NO
- R1.5.5 have capability to develop numeracy skills required to meet programme outcomes
 YES NO
- R1.5.6 can demonstrate proficiency in English language
 YES NO

R1.5.7 have capability in literacy to meet programme outcomes

YES NO

R1.5.8 have capability for digital and technological literacy to meet programme outcomes

YES NO

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

R1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes

MET NOT MET

R1.6 is met. Candidates must meet entry requirements onto the programme as part of the selection process in relation to literacy, digital and technological literacy and numeracy. The AEI has a detailed BSc (Hons) midwifery digital strategy 2021 that specifies the progression and expectations throughout the duration of the programme. Numeracy is embedded throughout the midwifery programme in both theory and practice using safeMedicate and medicine administration processes. In addition, literacy and digital and technological literacy are clearly mapped against the SPM and detailed in relevant module descriptors.

There's support available to develop skills related to numeracy and maths through access to online resources and face to face contact such as maths support at Glenside, numeracy assessment practice areas through blackboard mandatory training sites and the safeMedicate system. There's an embedded study skills framework. The AEI provides access to online resources for study skills advice and support to help with numeracy, literacy and digital and technological literacy for example preparing for study, reading and writing, mathematics and statistics, referencing, information technology skills and assessments. This online resource further evidences access to study skill events and faculty library workbooks to further support students. The programme documentation comprises learning, teaching and assessment processes incorporating presentation software, blogs, vlogs and an e-portfolio (PebblePad) that's used throughout the programme to further support digital literacy and professional development.

Evidence provides assurance that the following requirements are met

R1.7 ensure students' [health and character](#) are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the [NMC Guidance of health and character](#). This includes satisfactory occupational health assessments and criminal record checks

YES NO

R1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully

YES NO

R1.9 ensure the lead midwife for education, or their [designated midwife substitute](#) is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and

YES NO

R1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult) and the programme complies with Article 40(1)(b) of Directive 2005/36/EC outlined in [Annexe 1](#) of this document.

YES NO

This isn't applicable as a shortened pre-registration midwifery programme isn't being 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's no transfer of existing students onto the proposed programme. At the approval visit the programme team confirm that no student cohorts from any current programme are transferring to the new programme. The existing programme will continue to run for the AEI's existing students.

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.

Within the UWE midwifery practice learning strategy there's information on governance and processes that the programme adopts for practice learning. Training and education related to the SSSA is detailed within the realising professionalism: supporting supervision and assessment in practice and midwifery SSSA handbooks. Programme documentation reflects that the SSSA and practice assessment documents are updated. PLPs speak about the training, education and staff support processes in preparing them for the SSSA roles to support

students in practice. The roles and responsibilities are also detailed throughout the MORA.

Current students at the approval visit confirm they're using the new SSSA support processes for practice learning. They speak about being allocated to one practice assessor but many practice supervisors and feel the benefits of this are being able to work with different midwives. Students feel they're well supported in practice through practice learning staff and academic staff. Practice assessors support students' learning outcomes and in achieving proficiencies and statutory requirements, and students feel they've ease of access to them if required. Students also feel supported from practice development midwives, their academic personal tutor and PALMS who are also academic assessors.

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

Outcome

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

Date: 8 January 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 2: Curriculum

AEIs together with practice learning partners must:

- R2.1 ensure programmes comply with the *NMC Standards framework for nursing and midwifery education*
- R2.2 comply with the *NMC Standards for student supervision and assessment*
- R2.3 ensure that programme learning outcomes reflect the *NMC Standards of proficiency for midwives*
- R2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes

- R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice
- R2.7 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required
- R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies, and
- R2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, and comply with Article 40 (1) and satisfy Article 41(1) of Directive 2005/36/EC (see Annexe 1) by meeting the following criteria:
 - R2.9.1 full time education and training as a midwife is a minimum of three years and 4,600 hours, or
 - R2.9.2 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of two years and 3,600 hours, or
 - R2.9.3 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met

R2.1 ensure programmes comply with the NMC Standards framework for nursing and midwifery education

YES NO

R2.1 is not met. There's inconsistency in some programme documentation related to the length of the apprenticeship route and the weightings and assessment types within module descriptors. Relevant documentation needs to be amended to address typographical errors and inconsistencies to ensure students are provided with timely and accurate information about the curriculum. (Condition two)

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. There's evidence to confirm that the midwifery team at UWE are committed to involving service users and advocacy groups in a meaningful way, including at selection events, in course development, teaching and evaluation. Programme documentation states that women, partners and advocacy groups were involved in the design and development of the MORA. At the approval visit PLPs and service users confirm they were involved in curriculum design and development. The AEI has recently set up a UWE midwifery community partnership group for service users and a UWE advocacy group to enable student involvement in community facing projects. Service user involvement to influence and enhance the programme through their shared lived experiences is evidenced at the approval visit through discussion with the service user, advocacy group representative and community partnership group representative. Students confirm that they'd met with service users and they contribute into their teaching, learning and assessment of the programme. The MORA practice documentation provides documentary evidence of how service users provide feedback on their experience of students in practice, which is reviewed by practice assessors and academic assessors at the final assessment as part of confirmation that students have achieved their proficiencies.

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**

This isn't applicable as the programme is delivered in England.

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

R2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice

MET **NOT MET**

R2.6 is met. Programme documentation and the MORA evidence that there are practice learning experiences to ensure ongoing exposure to midwife practice. Students confirm opportunities to experience a range of clinical areas through

diverse hub and spoke placements, including being assigned to the continuity of care teams. The AEI proposes to provide practice learning experiences beyond traditional NHS based settings to include the private, voluntary and independent sector to enable all students to experience care provisions in a range of settings, to include acute and community contexts and support service users across the whole journey.

There's a practice learning strategy outlining practice learning management and support mechanisms. Roles such as practice placement officer, practice development midwives, PALMs and practice education facilitators (PEFs) are evidenced as staff within the practice setting. These staff oversee placement allocations and support students when in the practice learning environment. Practice placements management is coordinated through the practice placement officer who's an interface between the AEI and PLPs. There's an online web-based system that records student allocations and students' hours across the programme duration. There are clear audit and evaluation processes for practice learning environments. There's detailed documentation on caseload holding and the incremental expectations of student involvement in this process across the programme to experience the continuity of care model.

At the approval visit PLPs detail the wide range of experiences that students could have within the practice learning environment. In addition, PLPs and students indicate there are opportunities to work with specialists, such as services for those who experience substance misuse, domestic violence, safeguarding issues or other complex needs. Students and PLPs at the approval visit confirm that lecturers are available on site or by email for support should there be an issue.

R2.7 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment, including where clinical circumstances occur infrequently and a proficiency is required

MET **NOT MET**

R2.7 is met. Documentary analysis evidences that technology enhanced and simulated learning opportunities will be used effectively and proportionately in the proposed programme to support teaching, learning and assessment. The documentation and discussions at the approval visit further evidence a variety of learning and teaching strategies such as enquiry-based learning, simulation using high fidelity manikins and software to enable staff to tailor learning opportunities in simulation of complex and emergency scenarios. Digital presentations, creation of prototype health education resources, collaborative projects, professional blog writing, creation of personal portfolios, online exams, video and e-record keeping for practice assessment and development in practice placement is also evidenced.

Within the documentation there's detail surrounding the campus investment in extensive redesign to support technology and digitally enhanced learning, clinical skill development and simulation. Simulation sessions are detailed as using real world scenarios and enquiry-based learning. Students will have skills workshops

and simulation sessions and access to state-of-the-art university-based simulation learning suites, including a real-world birth room and acute ward-based environments. Students tell us about their experience of these sessions and how useful they find them. Within the MORA and associated guidance documentation there's evidence that proficiencies can be achieved through simulation where difficult to achieve in practice.

At the approval visit the students discuss obstetric emergency simulation with medical students and also the ability to undertake simulated PROMPT sessions within the practice learning environment with the multidisciplinary team.

R2.8 design curricula that provide an equal balance of 50 percent theory and 50 percent practice learning, using a range of learning and teaching strategies

MET **NOT MET**

R2.8 is met. Programme documentation details theory and practice hours, which equate to an equal split and meet the minimal requirement for a total of 4,600 hours. These hours include integrated weeks, and clarity on the breakdown of these hours was given at the approval visit.

Programme documentation details a spiral curriculum, which is student centred, using enquiry-based learning mapped to curriculum strands. These are delivered through a blended teaching and learning strategy of lectures, small group seminars, enquiry-based learning, simulation, peer buddy system, research-informed learning and self-directed study. Programme design/delivery has a range of learning and teaching approaches which include enquiry-based learning with the students at the heart of the experience. Opportunities are provided within both theory and practice modules for simulation throughout all levels and there's a robust numeracy, digital literacy and technology strategy and plan for the programme. At the approval visit more information on teaching and learning is evidenced in the presentation, which confirms robust enquiry-based learning, revised curriculum strands, consolidated approaches to digital learning, programme assessment approaches and a personalised learning journey. The presentation also gives an overview of the practice/theory modules across the programme and key educational themes within these modules.

Evidence provides assurance that the following requirements are met

R2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, and comply with Article 40 (1) and satisfy Article 41(1) of Directive 2005/36/EC (see Annexe 1) by meeting the following criteria:

R2.9.1 full time education and training as a midwife is a minimum of three years and 4,600 hours,

YES **NO**

R2.9.2 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of two years and 3,600 hours, or

YES NO

This isn't applicable as a shortened pre-registration midwifery programme isn't being proposed.

R2.9.3 where a student is already registered with the NMC as a Registered nurse: first level (adult), full-time education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.

YES NO

This isn't applicable as a shortened pre-registration midwifery programme isn't being 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 inconsistency in some of the programme documentation in relation to the length of the apprenticeship route and the weightings and assessment types within module descriptors. Relevant documentation needs to be amended to address typographical errors and inconsistencies to ensure students are provided with timely and accurate information about the curriculum. (Condition two)

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

Programme documentation needs to be amended to address typographical errors and inconsistencies to ensure students are provided with timely and accurate information about the curriculum.

Condition two: Amend programme documentation to address any typographical errors and inconsistencies highlighted at the visit. (SFNME R3.2, SPMP R2.1) (NMC and university condition)

Date: 8 January 2021

Post event review

Identify how the condition(s) is met:

Condition two: The AEI have produced updated programme documentation that has been amended to ensure students are provided with timely and accurate information about the curriculum. The AEI confirm that this condition is also met.

Condition two is now met.

Evidence:

- Updated BSc (Hons) midwifery degree apprenticeship contextual document, 2021
- Updated BSc (Hons) midwifery degree apprenticeship programme handbook, 2020-21
- Updated BSc (Hons) midwifery degree contextual document, 2021
- Updated BSc (Hons) midwifery degree programme handbook, 2020-21
- Updated BSc (Hons) midwifery degree apprenticeship programme specification, undated
- Updated BSc (Hons) midwifery degree apprenticeship - the midwife as a skilled practitioner one module specification, undated
- Updated BSc (Hons) midwifery degree - the midwife as a skilled practitioner one module specification, undated
- Updated BSc (Hons) midwifery degree apprenticeship - the midwife as a skilled practitioner two module specification, undated
- Updated BSc (Hons) midwifery degree - the midwife as a skilled practitioner two module specification, undated
- Updated BSc (Hons) midwifery degree apprenticeship - the midwife as a skilled practitioner three module specification, undated
- Updated BSc (Hons) midwifery degree - the midwife as a skilled practitioner three module specification, undated
- Updated continuity and caseloading document, undated
- Updated BSc (Hons) midwifery breastfeeding strategy, 2021
- Updated BSc (Hons) midwifery digital strategy, 2021
- Updated BSc (Hons) midwifery globalisation and cultural awareness strategy, 2021
- Updated BSc (Hons) midwifery learning and teaching strategy, 2021
- Updated BSc (Hons) midwifery medicines management strategy, 2021
- Updated BSc (Hons) midwifery research and evidence-based practice strategy, 2021
- Updated BSc (Hons) midwifery selection and admissions strategy, 2021
- Updated BSc (Hons) midwifery simulation strategy, 2021
- Updated mapping of midwifery apprenticeship 2019 duties to curriculum strands, undated
- Updated mapping of midwifery apprenticeship standards 2019 to modules, undated
- Updated mapping of NMC standards of proficiency to modules, undated

Date condition(s): 5 February 2021

Revised outcome after condition(s) met:

MET **NOT MET**

Standard 3: Practice learning

AEIs together with practice learning partners must:

- R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives
- R3.2 ensure students experience the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families
- R3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multi-agency team working
- R3.4 provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants
- R3.5 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services
- R3.6 provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual
- R3.7 take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities
- R3.8 ensure students experience the range of hours expected of practising midwives, and
- R3.9 ensure students are [supernumerary](#)

Findings against the standard and requirements

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

R3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives

MET **NOT MET**

R3.1 is met. There's a workplace agreement template between the AEI and PLPs detailing the commitment to the practice learning experience. There's also a training service agreement template for the apprenticeship students to ensure a quality workplace experience and release to theory classes. The UWE workplace agreement states that the placement provider and the university will together

review the proposed number of placements as part of the educational audit. There's evidence of audit tools and student evaluation proformas to assess the practice placement environment. There's involvement at strategic to operational level with HOMs and PLP staff to ensure placement experiences are appropriate. Placement profile information is housed in an online web-based system.

Within the programme documentation there are clear details about practice learning and the range of practice learning environments. These include the process of allocations to the practice placement areas and the support mechanisms students will have while in practice. The MORA is mapped to the SPM and is completed throughout the duration of the programme. There are practice learning opportunities available to students for developing and meeting the SPM. This is confirmed at the approval visit. Student achievement of proficiencies is documented in the MORA. A contextual document for each programme details the arrangement of proficiencies in each part of the programme and monitoring and management of student progression through the programme. The SPM domains are mapped within programme documentation. The PLPs confirm capacity to accommodate all midwifery students and appropriate learning opportunities are available. We're assured that practice supervisors and practice assessors are allocated appropriately. The programme team and PLPs tell us about the ways practice supervisors, practice assessors, academic assessors, PALMs and clinical education facilitators collaborate to ensure practice learning opportunities allow students to engage with a diverse range of people. Students tell us they experience the full range of maternity practice placements required to meet programme requirements and say they feel supported to do so. Practice placement audits are undertaken jointly between PLPs and the AEI.

At the approval visit practice supervisors and practice assessors confirm that students are always supernumerary and supported by a practice supervisor. Students, the AEI and PLPs confirm there are processes in place to address concerns raised regarding a student's placement. Furthermore, if a student is failing there's a mechanism in place to support this, including academic assessor/PALM involvement, action planning and retrieval placement. Students confirm they've support from practice supervisors and practice assessors to achieve their proficiencies and statutory requirements. They also confirm the opportunity for retrieval placements.

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 documentation details the organisation and management of practice learning through practice modules, PLPs and the AEI. There's a designated practice placements officer who coordinates placement activity and identification and development of new practice learning opportunities. At strategic level there are regular meetings to ensure key performance indicators are met and biannual audits determine the governance and

resources required to deliver practice learning education. The LME meets with directors and HOMs, the regional chief midwife and the midwifery lead for Health Education England in the south west, local maternity system lead midwives and leads for the regional maternity network and clinical commissioning groups. PALMs meet with practice partners to troubleshoot, enhance student learning and support the development of additional capacity. Students are allocated through the online system to varied practice areas. Documentation evidences the scope of practice experience and areas and demonstrates a range of placement opportunities where students will experience the role and scope of the midwife (continuity of care, intrapartum, inpatients, outpatient and specialist placements).

The MORA covers all aspects of proficiencies from antepartum, intrapartum, postpartum and neonate (low-risk and high-risk care) and is regularly reviewed and completed by end of programme. Documentation and discussion at the approval visit with students, PLPs and the programme team provides assurance that the AEI ensures 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 PLPs confirm there's sufficient numbers of practice learning experiences to support students to gain experience in meeting the holistic needs of people of all ages. Students articulate the benefits of caseload holding. PLPs and students at the visit confirm students as being supernumerary in practice.

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. Programme documentation indicates that in order for students to understand a midwife's responsibility for continuity and co-ordination of care, including collaboration with and referral to multi-disciplinary and multi-agency colleagues, they'll work in a variety of settings. These will include the home, hospital, community, midwifery led units and other environments such as social care settings, the criminal justice system and in wider reproductive health services. The placement allocations shown in the BSc (Hons) midwifery 2020-21 programme planner and practice strategy evidence areas of interdisciplinary and multi-agency team working. Students record their experiences across the maternity continuum and complementary placements in the MORA.

Programme documents and students confirm student participation in various simulated activities related to interdisciplinary and multi-agency working. At the approval visit the practice supervisors and practice assessors discuss the interdisciplinary and multi-agency team working opportunities in placement. These include perinatal mental health, special care baby unit, multidisciplinary team meetings for safeguarding, bereavement midwife, breastfeeding support midwife, elective caesarean section midwife and the cardiotocograph review meeting. Documentation details simulation days with medical students. At the approval visit students confirm they've undergraduate PROMPT obstetric emergency training

days with medical students and are involved in the multidisciplinary PROMPT training days in practice with clinical staff. Students also described a service improvement project module where they've interdisciplinary learning with radiographers and physiotherapists. Students have further multi-agency team learning opportunities through working with social services at child protection meetings. The MORA provides templates for students to record and reflect on activities undertaken and to self-evaluate and reflect on their practice learning experiences.

R3.4 provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants

MET **NOT MET**

R3.4 is met. The programme planner details the differing range of experiences students can have for practice learning. The continuity and caseloading document details a strategy of implementation of caseload holding across the programme with increasing input and requirements for the students dependent on their level and experience. The online placement system details the student placement experiences. At the approval visit PLPs report there is opportunity for continuity of care models in trusts working within a team in the community. Students report that they've a mandatory document on continuity of care which becomes more incremental as the programme progresses. Students see the benefits of continuity of care and some report having a good experience dependent on the continuity of staff they work with within the practice learning environment and placement allocations. The senior management team in the AEI express there's currently limited opportunity to undertake an elective or Erasmus exchange.

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

MET **NOT MET**

R3.5 is met. The programme planner details the different placement experiences such as continuity of care placements, intrapartum placements, inpatient placements, outpatient placements and specialist placements. At the approval visit presentation, the programme team spoke about examples of practice learning areas and opportunities. The online placement system houses the allocation of students to these placements resulting in an electronic record of the different placements students have experienced. The BSc (Hons) midwifery globalisation and cultural awareness strategy details clear aims, objectives and key themes to embed this within the programme. Students can undertake an elective or Erasmus exchange. At the approval visit the senior management team spoke about how this was not presently possible. Practice learning staff detail the diverse learning opportunities in practice including community, stand alone, wards, triage, postnatal, antenatal wards, specialist mental health team, drug and alcohol team, women in prison, community setting, third sector support, charities, migrants,

asylum seekers and the continuity of care model. PLPs and students speak of having opportunities to learn about and experience midwifery care for a diverse population in a range of settings. For example, working alongside midwives in caseload teams for migrants, asylum seekers and hard to reach black, Asian and minority ethnic communities.

R3.6 provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual factors
MET **NOT MET**

R3.6 is met. The AEI 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. These are through the range of experiences they'll encounter within practice learning environments as per the examples outlined in R3.3 above. The MORA details proficiencies that must be achieved relating to these aspects of care.

R3.7 Take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities
MET **NOT MET**

R3.7 is met. Programme documentation details reasonable adjustments including an access plan for support students on professional placements, which involves a disability adviser, programme representative and placement/trust representative. The programme documentation shows that there are robust processes in place to take account of students' individual needs with regards to reasonable adjustments. Students are encouraged to disclose any disabilities from commencement of the programme to ensure early support. The MORA has a section for reasonable adjustment for practice learning so that student needs can be met.

At the approval visit the senior management team at the AEI confirm that, for placement arrangements, student personal circumstances are taken into consideration through disability and access plans in relation to their needs. Students speak about the process they use to access support if a clinical incident occurs.

Evidence provides assurance that the following requirements are met

R3.8 ensure students experience the range of hours expected of practising midwives
YES **NO**

R3.9 ensure students are [supernumerary](#)

| | | |
|---|---|----------------------------------|
| | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| Outcome | | |
| Is the standard met? | MET <input checked="" type="checkbox"/> | NOT MET <input type="checkbox"/> |
| Date: 8 January 2021 | | |
| Post event review | | |
| Identify how the condition(s) is met | | |
| N/A | | |
| Date condition(s): | | |
| N/A | | |
| Revised outcome after condition(s) met: | MET <input type="checkbox"/> | NOT MET <input type="checkbox"/> |
| N/A | | |

Standard 4: Supervision and assessment

AEIs together with practice learning partners must:

- R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC [Standards framework for nursing and midwifery education](#)
- R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC [Standards for student supervision and assessment](#)
- R4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes
- R4.4 provide students with feedback throughout the programme to support their development
- R4.5 ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 percent
- R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife

R4.7 ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives, and
R4.8 ensure the knowledge and skills for midwives set out in Article 40(3) and the activities of a midwife specified in Article 42 of Directive 2005/36/EC have been met as outlined in [Annexe 1](#) of this document

Findings against the standards and requirements

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

R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC [Standards framework for nursing and midwifery education](#)

MET **NOT MET**

R4.1 is not met. There are examples of written agreement and commitment statement templates. These detail the intention of the AEI and its PLPs to work in partnership to ensure there are sufficient appropriately qualified practice supervisors, practice assessors and academic assessors available to provide support and practice-based assessments. However, signed evidence is still to be provided and a condition has been applied. (Condition one)

University and programme documentation support policy and strategies to ensure that the learning culture prioritises the student and public. The presentation delivered by the programme team displays the student at the heart of the learning experience. The AEI has a designated LME and programme leaders. There are clear policies on raising and escalating concerns and fitness to practise and conduct, and the LME assures us of their involvement in these processes at the approval visit.

In relation to practice partnership working, the director of placements works with PLPs and reviews the impact of placements. The health and social care board meets with PLPs, demonstrating strategic partnership processes. The senior management team at the AEI confirm that there's relevant support for students raising and escalating concerns through the practice support net (an online system where relevant names and contact processes are detailed). They also speak about opportunity for students to raise and escalate concerns through the PLP staff and academic tutors. There's a professional suitability policy if any concerns are raised concerning individual students.

Reviewing the curricula vitae (CVs) there are appropriate staff teaching on the programme who've been supported in relevant education and development. The AEI senior management team confirm that there are processes to support teaching

and learning and development of programme leaders and module coordinators. Students have appropriately trained staff that have opportunities for continual personal development (CPD). The AEI senior management team also confirm that at department level student feedback is used for personal development review (PDR) processes and staff revalidations where student feedback has enabled change.

The AEI senior management team confirm that staff are supported in CPD through their PDR meetings and study day allocations. They confirm there's an annual process to ensure that there's adequate resource available for programme delivery through yearly planning meetings using a workload model system and business cases to support the programme and programme team development. The digital strategy group is also confirmed as an avenue to support equipment for the programme.

University and programme documentation details quality assurance processes in relation to university policies and procedures and external examiner appointments. Practice learning environment quality assurance processes are evidenced at strategic and operational level. At the approval visit the AEI senior management team and PLPs acknowledge the close partnership working if problems arise. The PLPs speak about involvement of PALMs, professional midwifery advocates and the role of practice assessors and academic assessors if there are student practice concerns. They evidence the use of action plans and placement retrieval to support students who aren't performing on practice placement. Further placement support is through practice development midwives and student forums.

Service users are part of the selection and admission processes, which is confirmed at the approval visit though their involvement in affirming the language of questions used for interviews. At the visit service users and advocacy groups also speak about mutual respect and learning between the AEI and community groups/advocacy groups. They speak about marginalised groups and going back to their community to inform them their voices are being heard and included in the midwifery curriculum.

The curriculum has a variety of teaching and learning strategies to enable students to demonstrate working in accordance with the NMC Code. There's a variety of learning, teaching and assessments that also incorporate self-reflection. Assessments are weighted appropriately with no compensation. Students confirm that they've mediums in which they can feedback on the programme (academic personal tutor meeting, online feedback, work-based learning days) and that they feel listened to and concerns are acted upon.

The programme documentation demonstrates that students are exposed to a variety of practice learning opportunities throughout the programme, which is also confirmed by PLPs at the approval visit. There are policies to protect students and there are a range of supportive services throughout the university to address student wellbeing. All students are allocated an academic personal tutor and

PALM, who are part of the midwifery team who support students within the practice areas along with the practice supervisors and practice assessors. Supernumerary status is supported within the practice learning environment and this is confirmed by the PLPs as students aren't counted in the allocated staffing numbers and have an allocated practice supervisor/practice assessor. PLPs acknowledge that there's flexible learning opportunities and students can be allocated to an experience if and when it arises. Students confirm that they've the opportunity to reflect and debrief on practice areas (work-based learning days). They feel supported through peer learning where they receive feedback from their peers on their work or support from fellow peers on shift and through the buddy system (supported by a student midwife in the year above). Within the documentation there's evidence of service user and stakeholder involvement, which is confirmed by the PLPs, students and service users at the approval visit.

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 details the levels of student practice support throughout the programme and the staff involved (practice supervisor, practice assessor, academic assessor). The model of supervision addresses the SSSA incorporating practice supervisor and practice assessors. Assessment within the practice learning environment is through a tripartite approach including the student, practice assessor and academic assessor. Practice development midwives and PEFs also support students within practice. Programme documentation details that PALMS oversee, contribute to and sign-off completed placement audits. The senior management team at the AEI confirm that there's a process to ensure placement capacity at strategic level.

The MORA details the roles and responsibilities of the practice supervisor, practice assessor and academic assessor which meet the SSSA. Students are allocated a practice supervisor and a practice assessor within the practice learning environment. PLPs confirm there are sufficient appropriately qualified practice supervisors and practice assessors to support programme delivery in the practice learning environment. Students confirm at the approval visit that they work with a variety of practice supervisors, which they find beneficial and they've a practice assessor that meets with them and is accessible. Programme and practice learning documentation details the practice assessors', practice supervisors' and academic assessors' roles and the tripartite nature of the assessment. Programme documentation details the robust process for the training and development to meet the SSSA. Practice staff feel prepared for this role and report they're kept updated on the implementation of the SSSA. They confirm that they've virtual updates and online training resources dependent on previous level of mentorship training. There are mandatory midwifery update days and there's a support document from the AEI. Practice learning staff feel supported by the practice development midwives and PALMs.

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. Documentary evidence shows students will be able to achieve the SPM through accessing a variety of practice placements in partner 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. Documentation details programme outcomes linked to proficiencies. There's mapping of the SPM to module learning outcomes. Module descriptors detail proficiency domains and the MORA practice document has been mapped against the proficiencies, which must all be achieved by the end of the programme. At the approval visit PLPs confirm that students are allocated on a one to one basis to a practice supervisor/practice assessor. Students confirm they feel supported in achieving their proficiencies and statutory numbers through meetings with practice assessors to review learning outcomes and progress. Students also discuss the opportunity for retrieval placements.

The documentation for the programme indicates that programme learning outcomes reflect the relevant standards of proficiency. This is evidenced through clear mapping documentation and reference to the SPM throughout modules.

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

MET **NOT MET**

R4.4 is met. Documentary evidence details that the regulation of assessment adheres to UWE's enhancement framework and assessment and feedback policy (2018). Students receive feedback from formative and summative assessments as well as peer feedback. Students are allocated an academic personal tutor within the academic environment to support them during the programme.

Practice feedback is a continuous process and documented in detail within the MORA and MORA guidelines. Students will receive feedback from practice supervisors, practice assessors and academic assessors. At the approval visit students confirm they feel supported by the university and PLPs.

Within the documentation there's evidence of external examiner involvement and processes. At the approval visit the senior leadership team at the AEI acknowledge there's close working with external examiners and cognisance of feedback to ensure an appropriate quality assessment process. Programme specific external examiner(s) are appointed in line with NMC requirements to ensure appropriately qualified and experienced external examiners consider and report on the quality of theory and practice learning.

Evidence provides assurance that the following requirements are met

R4.5 ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 percent

YES NO

R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife

YES NO

R4.7 ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives, and

YES NO

R4.8 ensure the knowledge and skills for midwives set out in Article 40(3) and the activities of a midwife specified in Article 42 of Directive 2005/36/EC have been met as outlined in [Annexe 1](#) of this document

YES NO

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

YES NO

There are examples of written agreement and commitment statement templates. These detail the intention of the AEI and its PLPs to work in partnership to ensure there are sufficient appropriately qualified practice supervisors, practice assessors and academic assessors available to provide support and practice-based assessments. However, signed evidence is still to be provided and a condition has been applied. (Condition one)

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

There's no written evidence of commitment to the apprenticeship route from employer partners.

Condition one: The programme team must provide written evidence of commitment by employer partners. (SFNME 2.5, R2.12, SPMP R4.1)

Date: 8 January 2021

Post event review

Identify how the condition(s) is met:

Condition one: The AEI have provided signed evidence of employer partnership agreements for the five NHS trusts listed in the summary section.

Condition one is now met.

Evidence:

- Statement of commitment Great Western Hospitals NHS Foundation Trust, 15 February 2021
- Statement of commitment University Hospitals Bristol and Weston NHS Foundation Trust, 15 January 2021
- Statement of commitment North Bristol NHS Trust, 2 February 2021
- Statement of commitment Gloucestershire Hospitals NHS Foundation Trust, 5 February 2021
- Statement of commitment Royal United Hospitals Bath NHS Foundation Trust, 5 February 2021

Date condition(s) met: 5 February 2021

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

Standard 5: Qualification to be awarded

AEIs together with practice learning partners must:

- R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level
- R5.2 notify students during and before completion of the programme that they have [five years](#) to apply to register with the NMC if they wish to rely on this qualification¹. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

Standards framework for nursing and midwifery education specifically R2.11, R2.20

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

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

| | |
|--|--|
| | YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> |
| <p>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.</p> | |
| | YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> |
| Fall Back Award | |
| <p>If there is a fall back exit award with registration as a midwife all NMC standards and proficiencies are met within the award.</p> | |
| | YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/> |
| <p>This isn't applicable as there's no fall back exit award with registration as a midwife.</p> | |
| <p>Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met</p> | |
| | YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> |
| Outcome | |
| Is the standard met? | MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/> |
| Date: 8 January 2021 | |
| 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 | |

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

| | | |
|---|--------------------------|-------------------------------------|
| Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <p>If you stated no above, please provide the reason and mitigation: Student university handbook: There's no specific student university handbook but relevant university details are within the programme handbook. Employer partner statements weren't received, and this is included as a condition.</p> | | |
| <p>List additional documentation:</p> <ul style="list-style-type: none"> • Academic regulations, 2020-2021 • BSc (Hons) midwifery digital strategy, 2021 • BSc (Hons) midwifery learning and teaching strategy, 2021 • UWE midwifery practice learning strategy, 2021 • BSc (Hons) midwifery breastfeeding strategy, 2021 • BSc (Hons) midwifery globalisation and cultural awareness strategy, 2021 • BSc (Hons) midwifery research and evidence-based practice strategy, 2021 • BSc (Hons) midwifery simulation strategy, 2021 • BSc (Hons) midwifery selection and admissions strategy, 2021 • BSc (Hons) midwifery study skills framework, 2020-2021 • BSc (Hons) midwifery sustainability strategy, 2021 • Criminal convictions policy, undated • Criminal conviction procedure, undated • Exam board code of practice, 2020 • Initial audit multiprofessional template version two, 2019 • Midwifery equality, diversity and inclusivity strategy, undated • Midwifery SSSA preparation handbook part two, undated • Nursing and midwifery guiding principles for teaching and learning, 2020/21 • Policy statement on the recruitment of ex-offenders, undated • Professional suitability policy and procedure, 2017 • Raising and escalating concerns – staff version six, undated • Realising professionalism support and assessment draft two, 2018 • UWE student evaluation form template, undated • Values based recruitment nursing and midwifery, 2020 <p>Further documentary evidence reviewed to meet conditions.</p> <ul style="list-style-type: none"> • Statement of commitment Great Western Hospitals NHS Foundation Trust, 15 February 2021 • Statement of commitment University Hospitals Bristol and Weston NHS Foundation Trust, 15 January 2021 • Statement of commitment North Bristol NHS Trust, 2 February 2021 • Statement of commitment Gloucestershire Hospitals NHS Foundation Trust, 5 February 2021 • Statement of commitment Royal United Hospitals Bath NHS Foundation Trust, 5 February 2021 | | |

- Updated BSc (Hons) midwifery degree apprenticeship contextual document, 2021
- Updated BSc (Hons) midwifery degree apprenticeship programme handbook, 2020-21
- Updated BSc (Hons) midwifery degree contextual document, 2021
- Updated BSc (Hons) midwifery degree programme handbook, 2020-21
- Updated BSc (Hons) midwifery degree apprenticeship programme specification, undated
- Updated BSc (Hons) midwifery degree apprenticeship - the midwife as a skilled practitioner one module specification, undated
- Updated BSc (Hons) midwifery degree - the midwife as a skilled practitioner one module specification, undated
- Updated BSc (Hons) midwifery degree apprenticeship - the midwife as a skilled practitioner two module specification, undated
- Updated BSc (Hons) midwifery degree - the midwife as a skilled practitioner two module specification, undated
- Updated BSc (Hons) midwifery degree apprenticeship - the midwife as a skilled practitioner three module specification, undated
- Updated BSc (Hons) midwifery degree - the midwife as a skilled practitioner three module specification, undated
- Updated continuity and caseloading document, undated
- Updated BSc (Hons) midwifery breastfeeding strategy, 2021
- Updated BSc (Hons) midwifery digital strategy, 2021
- Updated BSc (Hons) midwifery globalisation and cultural awareness strategy, 2021
- Updated BSc (Hons) midwifery learning and teaching strategy, 2021
- Updated BSc (Hons) midwifery medicines management strategy, 2021
- Updated BSc (Hons) midwifery research and evidence-based practice strategy, 2021
- Updated BSc (Hons) midwifery selection and admissions strategy, 2021
- Updated BSc (Hons) midwifery simulation strategy, 2021
- Updated mapping of midwifery apprenticeship 2019 duties to curriculum strands, undated
- Updated mapping of midwifery apprenticeship standards 2019 to modules, undated
- Updated mapping of NMC standards of proficiency to modules, undated

Additional comments:
None identified

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

| | YES | NO |
|--|-------------------------------------|--------------------------|
| Senior managers of the AEI/education institution with responsibility for resources for the programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|-------------------------------------|--------------------------|
| Senior managers from associated practice learning partners with responsibility for resources for the programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Programme team/academic assessors | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Practice leads/practice supervisors/ practice assessors | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Students | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| If yes, please identify cohort year/programme of study: Programme of study BSc (Hons) midwifery Two September 2019 cohort Two September 2018 cohort One January 2020 cohort One September 2020 cohort | | |
| Service users 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Library facilities | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Technology enhanced learning Virtual learning environment | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Educational audit tools/documentation | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Practice learning environments | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| If yes, state where visited/findings: | | |
| System regulator reports reviewed for practice learning partners | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| System Regulator Reports List: Devon Partnership NHS Trust Care Quality Commission inspection report, 8 October 2019 | | |
| If you stated no above, please provide the reason and mitigation: UWE is an established AEI so resource visits weren't required as part of this approval. | | |

Additional comments:
None identified

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Issue record

Final Report

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|---------------|----------------------------|-------|------------------|
| Author(s): | Lyz Howie Kuldeep Singh | Date: | 18 January 2021 |
| Checked by: | Ian Felstead-Watts | Date: | 21 January 2021 |
| Submitted by: | Amy Young | Date: | 22 February 2021 |
| Approved by: | Emiko Hughes | Date: | 22 February 2021 |