

Programme Major Modification report

Section one

Programme provider name:	Staffordshire University
Programme reviewed: <i>This is the NMC programme title(s)</i>	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"/>
AEI programme title(s):	
Current AEI programme title(s): <i>Please include all currently approved programme titles</i>	Bachelor of Midwifery (Hons)
Modified AEI programme title(s) if applicable: <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i>	N/A
Additional AEI programme title(s) if applicable: <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i>	Bachelor of Midwifery (Hons) Apprenticeship
Academic levels of current programme:	
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 <input checked="" type="checkbox"/> N/A
Registered Midwife - 24M	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7

	<p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Registered Midwife - 36M	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input type="checkbox"/> N/A</p>
Registered Midwife - degree apprentice	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Academic levels of modified/additional programme(s)/route(s):	
Registered Midwife - 18M	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Registered Midwife - 24M	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Registered Midwife - 36M	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input type="checkbox"/> N/A</p>

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 <input type="checkbox"/> N/A
Programme approval dates:	
Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i>	26 July 2021
Date(s) of NMC approval of any modifications since last approval:	N/A
Programme start dates:	
Current modification programme start date:	
Registered Midwife – 18M	
Registered Midwife – 24 M	
Registered Midwife – 36 M	23 September 2024
Registered Midwife – degree apprentice	23 September 2024
Date of modification:	24 June 2024
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Sarah Snow

Section two

Summary of review and findings

Staffordshire University (SU) is an approved education institution (AEI) and has delivered a pre-registration midwifery programme for a number of years. The Nursing and Midwifery Council (NMC) approved the current programme with a single 36-month direct entry route on 26 July 2021. The programme is delivered at the centre for health innovation based at the Stafford campus.

The school of health, education, policing and sciences (the school) present for approval a major modification to add a Bachelor of midwifery (BMid) with honours (Hons) degree apprenticeship route and to make a number of curriculum refinements to the existing BMid (Hons) direct entry route. These are changes to module titles, content and assessment and a move from a block system of theory and practice-based learning to an integrated model. This means that students spend two days per week in theory-based learning and two to three days in the practice learning environment. The proposed changes are in response to student feedback, to align with the Standards of proficiency for midwives (SPM) (NMC, 2019) more robustly and to enhance placement capacity.

The apprenticeship route is a three-year programme with integrated end point assessment, and reflects SU's commitment to expanding the midwifery portfolio in response to local employers' needs. SU currently works with six practice learning partners (PLPs) who'll also be employer partners (EPs) as the pool of potential apprentices grows and funding arrangements are confirmed. We meet senior representatives from five EPs who confirm their support of the apprenticeship route and effective partnership working with SU in its development. Some EPs confirm they're ready to put forward a small number of apprentices for next academic year, however others are yet to resolve the funding issues associated with backfilling vacant posts, for example maternity support workers undertaking the apprenticeship route. Commitment statements from the EPs with confirmed apprentice candidates aren't yet signed and available for review. The lead midwife for education (LME) explains that provision of these is dependent on the outcome of the modification visit. The EPs for the programme are Mid Cheshire Hospitals NHS Foundation Trust, Shrewsbury and Telford Hospitals NHS Trust, University Hospitals of Derby and Burton NHS Foundation Trust, University Hospitals of North Midlands NHS Trust, The Royal Wolverhampton NHS Trust and Walsall Healthcare NHS Trust.

The proposed curriculum modifications remain aligned to the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023). The modifications and proposed apprenticeship route are designed to meet the Standards for pre-registration midwifery programmes (SPMP) (NMC 2019, updated 2023). The apprenticeship route is mapped to the Institute for Apprenticeships and Technical Education's (IfATE) midwife standard. Programme and module learning outcomes are mapped to the SPM and their achievement captured in an electronic version of the previously approved, midwifery ongoing record of achievement (eMORA), used throughout England.

There's robust evidence of effective partnership working with EPs, PLPs, students and people who use services and carers (PUSCs). All stakeholder groups confirm that their relationship with the midwifery team and SU is very good, that they feel listened to and their voices are heard. They're aware of the proposed curriculum changes, welcome the apprenticeship route and confirm involvement with development of both. Some PLPs offer mixed views of the move from a block to an integrated model for theory and practice-based learning. However, they also describe the personalised, ongoing discussions they have with the LME and programme team to support the new model, and confirm they're confident their concerns are listened to and acted upon.

SU and their PLPs/EPs continue to manage and mitigate any risks to student learning through robust operational and strategic partnership working. This includes established measures of student satisfaction, for example placement and module evaluations and the school's practice learning quality group. The LME is part of the school's management team and reports directly to the dean. We meet the school's apprenticeship officer and there's a fixed apprenticeships agenda item on the quality group committee meetings. SU is an experienced apprenticeship provider, including delivery of an award-winning nursing associate apprenticeship programme. The senior SU team clearly support development of a midwifery degree apprenticeship route and see it as supporting both local workforce development needs and widening access to higher education. The senior SU team and EPs confirm there are sufficient resources in place to support the proposed apprenticeship route.

SU has an equality, diversity and inclusion (EDI) framework in place. Monitoring and addressing attainment gaps is part of SU's strategic plan and the school has a specific EDI lead who aims to bridge the gap between strategic EDI planning and programme level data and interventions. There's documentary evidence that attainment gaps at programme level are recorded against key indicators including ethnicity, indices of multiple deprivation, age, gender and polar four. All midwifery academic staff and students complete the cultural competence e-learning tools provided by e-learning for health. The midwifery team utilise the decolonising midwifery education toolkit produced by the Royal College of Midwives.

The visit is undertaken face to face.

The SFNME isn't met at programme level as a condition applies.

The SSSA are met at programme level.

The programme modifications are recommended to the NMC for approval subject to one NMC condition and one university condition.

Updated 7 August 2024:

SU provide documentation to meet the one NMC condition. SU confirm the one university condition is met. The conditions are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

Programme is recommended to the NMC for approval

Programme is recommended for approval subject to specific conditions being met

Recommended to refuse approval of the programme

Conditions:

Effective partnership working: collaboration, culture, communication and resources:

Condition one: Provide signed statements of commitment for EPs to demonstrate that apprenticeship governance arrangements between the employers and SU are in place. (SFNME R2.1; SPMP R2.1)

Selection, admission and progression:

None identified.

Practice learning:

None identified.

	<p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition two: Review the four weeks block teaching academic component in consideration of the university calendar and the impact this will have on the consolidation of learning and assessment. (University condition)</p>
Date condition(s) to be met:	22 July 2024
Recommendations to enhance the programme delivery:	None identified.
Focused areas for future monitoring:	<p>Students' experiences of the integrated model for theory and practice-based learning.</p> <p>Impact of the integrated model on placement capacity and continuity of practice supervision.</p> <p>Apprentices' and direct entry students' experiences of a shared programme.</p>

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>Signed statements of commitment are provided by all EPs to demonstrate that apprenticeship governance arrangements between employers and SU are in place. Condition one is met.</p> <p>SU confirm that the university condition is met. Condition two is 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	

Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	6 August 2024

Section three

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

Partnerships
<p>The AEI works in partnership with their practice learning partners, people who use services, 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, updated 2023)</p> <p>Standard 1: The learning culture: R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality: S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, students and all other stakeholders</p>

- R2.4 comply with NMC [Standards for student supervision and assessment](#)
- R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
- R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
- R2.7 ensure that people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

- R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
- R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
- R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
- R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice

Standard 4: Educators and assessors:

- R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
- R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
- R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

- R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
- R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
- R5.14 a range of people including people who use services contribute to student assessment

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

There's evidence that SU is committed to robust partnership working with EPs, PLPs, PUSCs and students in the co-production of the proposed apprenticeship route and curriculum modifications at both strategic and operational levels. The LME and programme team meet individually with EPs and PLPs to seek feedback, and a stakeholder event with EPs, PLPs and students is facilitated by the team.

SU has an established PUSC group and there's evidence of PUSC involvement in all aspects of the programme, confirmed at the modification visit by PUSC representatives. They tell us they feel valued and part of the team, describing how their opinions are valued equally and that the programme team are responsive to their suggestions for curriculum development. Students support the proposed apprenticeship route and some tell us they would've chosen that option.

Representatives from EPs and PLPs tell us about the positive working relationship and meaningful involvement they have with SU, the LME and the programme team. Some PLPs with responsibility for student placement allocations express anxiety about the new model for integrated theory and practice-based learning. However, they also tell us of the personalised, ongoing discussions they have with the LME to support the new model, and confirm they're confident their concerns are listened to and acted upon. They appreciate that this support is individualised to their operational needs and is solutions focused. The LME confirms that the new model is designed to reduce placement capacity issues and enhance continuity of practice learning for students.

SU currently works with six PLPs who'll also be EPs as the pool of potential apprentices grows and funding arrangements are confirmed. Senior representatives from five EPs tell us they support the proposed apprenticeship route. However, not all EPs are currently in a position to support apprentices until the funding issues associated with backfilling vacant posts are mitigated. Some EPs confirm they're ready to put forward a small number of apprentices for next academic year, however commitment statements aren't yet signed and available for review. (Condition one)

Clear systems remain in place to enable the supervision and assessment of midwifery students, and effective communication systems exist between EPs, PLPs and the programme team. EPs and senior staff within the school confirm there are adequate resources in place to support the initially modest increase in student numbers. PLPs/EPs confirm that preparation, ongoing updates and support for practice supervisors and practice assessors is a joint process with SU and that they engage regularly with link tutors who are described as consistently helpful and accessible. The roles and responsibilities of practice assessors, practice supervisors and academic assessors are clearly detailed in the eMORA and practice handbook.

Documentary evidence and the modification visit confirm that SU continues to have robust procedures in place for escalating concerns about safe and effective midwifery care in practice learning environments. We meet with students in years one and two of the programme who tell us they're very well supported in theory and practice-based learning and receive prompt assistance from the programme team when reporting any issues or concerns. They understand the process for raising concerns and are confident to do so. All the midwifery team are professional midwifery advocates.

The students are aware of the NMC's previous enhanced scrutiny of the midwifery programme at SU, and recognise that subsequent improvements made to communication and support across all aspects of the programme are directly benefitting them. Although we don't meet with any year three students, the group representatives present at the visit tell us that no concerns are raised by them. All the students we meet tell us that their voices are listened to and that feedback processes are very good. They describe formative feedback on assessments as helpful and encouraging, and tell us that pastoral care is excellent. They describe how the programme enhances their learning and progression, enabling them to facilitate effective midwifery care. One student describes this as "everything coming together".

The PUSCs at the visit are involved with the existing programme including recruitment, welcome week for new students and curriculum activities. One represents the 'Big Birtha' group and leads a timetabled session, another sits on the programme committee. One of the PUSCs we meet is new to the group and keen to share their experiences with students of being marginalised as a young mother with a disability and the importance of non-judgemental care. Some of the students we meet tell us that a PUSC participates in their interview for a place on the programme. All the PUSC representatives confirm they receive appropriate training, including EDI and receive prompt payment for their services. One member of the programme team sits on the local maternity and neonatal voices partnership (MNVP) group and students are invited to attend meetings. The programme team are currently engaging with a number of local charities and organisations to develop further links with PUSCs, especially from marginalised and disadvantaged groups. These include the local prison, an advocacy group for transgender change and the Down's Syndrome association.

There's evidence of inter-professional learning (IPL) in theory and practice settings. Students tell us they value sessions from guest speakers outside of the midwifery team and describe a recent one about black women's mental health needs. Nursing and paramedic colleagues lead teaching sessions on a range of subjects, for example learning disabilities and care of the dying patient. Joint simulation sessions with students from other healthcare programmes are facilitated, for example high dural block with operating department assistant practitioners. Changes are made if IPL isn't positively evaluated, for example where it isn't clearly applied to midwifery practice. Students tell us a previously joint module exploring professional, legal and ethical issues is now profession specific based on their feedback. IPL experiences in the practice learning environment are recorded in the eMORA.

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

MET **NOT MET**

Senior EP representatives tell us they support the proposed apprenticeship route and confirm effective partnership working with SU in its development. However, not all EPs are currently in a position to support apprentices until the funding issues associated with backfilling vacant posts are resolved. Some EPs confirm they're ready to put forward a small number of apprentices for next academic year, however commitment statements aren't yet signed and available for review.

Condition one: Provide signed statements of commitment for EPs to demonstrate that apprenticeship governance arrangements between the employers and SU are in place (SFNME R2.1; SPMP R2.1)

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

MET **NOT MET**

Post event review

Identify how the condition(s) is met:

Condition one: Signed statements of commitment are provided by all EPs to demonstrate that apprenticeship governance arrangements between employers and SU are in place.

Condition one is met.

Evidence:

Signed statement of commitment between SU and Mid Cheshire Hospitals NHS Foundation Trust, undated

Signed statement of commitment between SU and The Royal Wolverhampton NHS Trust, undated

Signed statement of commitment between SU and Shrewsbury and Telford Hospitals NHS Trust, undated

Signed statement of commitment between SU and University Hospital of North Midlands NHS Trust, undated

Signed statement of commitment between SU and University Hospitals of Derby and Burton NHS Foundation Trust, undated

Signed statement of commitment between SU and Walsall Healthcare NHS Trust, undated

Date condition(s) met: 6 August 2024

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 meet the entry requirements for the programme as set out by the AEI and are suitable for midwifery practice
 - R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife
 - R1.5.3 demonstrate values in accordance with 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 police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and education establishments and ensure that any declarations are dealt with promptly, fairly and lawfully
- R1.9 ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme, and
- R1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult).

[Standards framework for nursing and midwifery education](#), specifically R2.6, R2.7, R2.8, R2.9, R2.11

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

Proposed transfer of current students to the programme under review
Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the [Standards for pre-registration midwifery programmes](#) (NMC 2019, updated 2023).

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

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

- R1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI
YES NO
- R1.2 inform the NMC of the name of the lead midwife for education
YES NO
- R1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes
YES NO
- R1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education
YES NO
- R1.5 confirm on entry to the programme that students:
- R1.5.1 meet the entry requirements for the programme as set out by the AEI and are suitable for midwifery practice
YES NO

R1.5.2 demonstrate an understanding of the role and scope of practice of the midwife

YES NO

R1.5.3 demonstrate values in accordance with the Code

YES NO

R1.5.4 have capability to learn behaviours in accordance with the Code

YES NO

R1.5.5 have capability to develop numeracy skills required to meet programme outcomes

YES NO

R1.5.6 can demonstrate proficiency in English language

YES 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. Apprentices have access to the same resources as all other midwifery students to support development of their numeracy, literacy, digital and technological literacy. For example, introduction and support with Blackboard, SU's virtual learning environment (VLE) and the practice assessment record and evaluation (PARE) system, used to support the assessment of practice. There are specific sessions delivered by the librarian, for example database searching. The online learning platform, safeMedicate, is used to support students in the development and assessment of competence for safe medication practice. All students have access to the Staffordshire Edge programme, a platform for the development and refinement of digital skills that's individualised for each student following completion of a skills questionnaire. In addition, apprentices receive specific support and guidance from a work-based education officer including

introduction to Aptem, a system that records and monitors apprentices' progression through the programme.

Evidence provides assurance that the following requirements are met

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

YES NO

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

YES NO

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

YES NO

R1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult).

YES NO N/A

SU doesn't offer a shortened pre-registration midwifery programme for registered nurses.

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.

The proposed apprenticeship route is new and therefore there aren't any students who require transfer. SU doesn't intend to transfer students onto the proposed, modified programme and there aren't currently any students who require transfer. If this scenario arises, for example a student who subsequently interrupts their programme, then an individualised plan will be put in place and overseen by the LME.

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

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

The SSSA are embedded within the current approved midwifery programme since 2021 and therefore no transfer of students is required.

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: 24 June 2024

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, by meeting the following criteria:
- R2.9.1 ensure that all pre-registration midwifery programmes meet the equivalent minimum programme length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours, or
- R2.9.2 where a student is already registered with the NMC as a registered first level nurse (adult), education and training as a midwife shall be a minimum of two years, which consists of a minimum of 3,600 hours, or
- R2.9.3 where a student is already registered with the NMC as a registered first level nurse (adult), education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.

Standards framework for nursing and midwifery education, specifically R1.9, R1.13; R2.2, R2.15, R2.17, R2.19, R2.20, R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R3.16; R5.1 – R5.16.

Standards for student supervision and assessment, specifically R1.2, R1.3, R1.7, R1.10, R1.11

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. Senior EP representatives tell us they support the proposed apprenticeship route and confirm effective partnership working with SU in its development. However, not all EPs are currently in a position to support apprentices until the funding issues associated with backfilling vacant posts are resolved. Some EPs confirm they're ready to put forward a small number of apprentices for next academic year, however commitment statements aren't yet signed and available for review. (Condition one)

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. One member of the midwifery teaching team leads on PUSC involvement in the programme and sits on the local MNVP group. This facilitates discussion of proposals to modify the curriculum, introduce an apprenticeship route and seek feedback. For example, the programme team are aiming to create reusable learning objects whereby a PUSC creates a video of their specific lived experience of receiving maternity care which can be subsequently utilised by other cohorts.

We meet three PUSC representatives at the modification visit who confirm their involvement in all aspects of the programme. One is new to the role and describes being keen to share with students the importance of non-judgemental care for young mothers with disabilities who are at risk of being further marginalised. Two of the PUSCs tell us of their involvement with curriculum redesign and express their enthusiasm for the integrated theory and practice based learning model, seeing this an excellent way to promote continuity of experience for students and continuity of care for women. One PUSC representative tells us they deliver a regular teaching session and another that they sit on the midwifery programme committee. All anticipate their contributions to continue or increase in the modified programme and are enthusiastic about the apprenticeship route, seeing it as a very good way to widen participation to the midwifery programme and enhance diversity.

Evidence provides assurance that the following requirements are met

R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

YES NO N/A

The proposed programme isn't delivered in Wales.

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

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

MET **NOT MET**

R2.6 is met. Unchanged through this modification.

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. Unchanged through this modification.

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. Documentary evidence and the visit confirm that the proposed modifications to the programme provide an equal balance between theory and practice-based learning and that a range of learning and teaching strategies are utilised. The revised modules are explicitly mapped to the SPM and ensure that key themes are explored throughout the programme and at increasing levels of complexity. These include the mother and baby dyad, promoting normality and leadership. A spiral curriculum model is applied and aims to facilitate progressive development and higher-order thinking skills.

Theory and practice-based learning is integrated, rather than block based, to maximise placement capacity and continuity for students in the practice learning environment. This means that students typically spend two days per week engaged in theory-based learning and two to three days per week in the practice learning environment. Each practice module runs across the whole semester and helps balance overall assessment load for students. Assessments are clearly aligned with programme learning outcomes and support achievement of the SPM. They emphasise the integration of subject knowledge with theoretical concepts and are applied to practice. Assessments include a range designed to support students' individual learning styles and include professional discussions, serious incident analyses and presentations. Students have options within assessments to support their individual needs, for example choosing to do a presentation rather than a podcast.

Students tell us that they enjoy their programme and describe how the content and assessments helps "everything come together". They're interested in the proposed

model for integrated theory and practice-based learning and, although some prefer their current, block-based system, they can see how integration supports continuity of practice experience. Students tell us there's a helpful session at the start of each module that makes expectations clear, and they enjoy guest speakers who provide a different perspective on women's experiences of care.

Reflection on and in practice is facilitated by formative and summative assessment of practice activities and captured with the eMORA. Theory based learning supports students with reflection skills, for example the level four 'promoting excellence' module requires them to complete a reflective workbook. Students' practice hours are tracked and monitored through the PARE and Aptem electronic student management systems. The LME confirms that hours for specific reflection and simulated practice activities aren't permitted to be accrued as part of the NMC's requirement for 2300 practice hours.

Evidence provides assurance that the following requirements are met

R2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, by meeting the following criteria:

R2.9.1 ensure that all pre-registration midwifery programmes meet the equivalent minimum programme length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours, or

YES NO N/A

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

YES NO N/A

SU doesn't offer a shortened programme of two years for registered nurses.

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

YES NO N/A

SU doesn't offer a shortened programme of 18 months for registered nurses.

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

YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<p>SU don't provide signed statements of commitment from EPs, therefore the programme doesn't currently comply with all regulatory requirements. (Condition one)</p> <p>Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to assessment are met</p>	
YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome	
Is the standard met?	MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/>
<p>Senior EP representatives tell us they support the proposed apprenticeship route and confirm effective partnership working with SU in its development. However, not all EPs are currently in a position to support apprentices until the funding issues associated with backfilling vacant posts are resolved. Some EPs confirm they're ready to put forward a small number of apprentices for next academic year, however commitment statements aren't yet signed and available for review.</p> <p>Condition one: Provide signed statements of commitment for EPs to demonstrate that apprenticeship governance arrangements between the employers and SU are in place (SFNME R2.1; SPMP R2.1)</p> <p>Date: 24 June 2024</p>	
Post event review	
Identify how the condition(s) is met:	
<p>Condition one: Signed statements of commitment are provided by all EPs to demonstrate that apprenticeship governance arrangements between the employers and SU are in place.</p> <p>Condition one is met.</p> <p>Evidence:</p> <p>Signed statement of commitment between SU and Mid Cheshire Hospitals NHS Foundation Trust, undated</p> <p>Signed statement of commitment between SU and The Royal Wolverhampton NHS Trust, undated</p> <p>Signed statement of commitment between SU and Shrewsbury and Telford Hospitals NHS Trust, undated</p> <p>Signed statement of commitment between SU and University Hospital of North Midlands NHS Trust, undated</p> <p>Signed statement of commitment between SU and University Hospitals of Derby and Burton NHS Foundation Trust, undated</p>	

Signed statement of commitment between SU and Walsall Healthcare NHS Trust, undated

Date condition(s) met: 6 August 2024

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

Standard 3: Practice learning

AEIs together with practice learning partners must:

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

R3.8 provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual factors

R3.9 take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities

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

R3.11 ensure students are supernumerary

Standards framework for nursing and midwifery education, specifically R1.1, R1.3, R1.5; R2.10, R2.15; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment, specifically R1.1 – R1.11

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. Unchanged through this modification.

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. Unchanged through this modification.

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. Unchanged through this modification.

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. Unchanged through this modification.

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

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

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

3.5.3 participate in the support and care of women in labour and having a breech birth. Where there are no opportunities in practice to gain experience of breech births, proficiency may be gained by simulated learning

3.5.4 support and care for no less than 100 women postnatally and 100 healthy newborn infants

3.5.5 develop the required knowledge, skills and behaviours needed to support and care for no less than 40 women who have additional care needs or develop complications including those related to physical, psychological, social, cultural and spiritual factors

3.5.6 care for newborn infants requiring additional care or have complications, including in a neonatal unit and

3.5.7 care for women across the life course with additional sexual and reproductive health needs

MET **NOT MET**

R3.5 is met. Unchanged through this modification.

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

MET **NOT MET**

R3.6 is met. Students are currently allocated to one NHS trust for their practice-based learning. From September 2024, all students are allocated a two-week placement with a different maternity provider in order to gain experience of team working and leadership elsewhere. The LME explains that the placement experience with a different provider includes opportunities to work with senior staff who've operational and strategic leadership roles, for example heads of midwifery and matrons, as well as specific service leads for saving babies' lives, clinical guidelines and other key risk areas. SU works with six PLPs/EPs spread over a wide geographical area. The LME and programme team explain that the placement with a different maternity provider is facilitated by swapping student allocations around to minimise risks to placement capacity.

R3.7 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services

MET NOT MET

R3.7 is met. Unchanged through this modification.

R3.8 provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual factors

MET NOT MET

R3.8 is met. Unchanged through this modification.

R3.9 Take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities

MET NOT MET

R3.9 is met. Unchanged through this modification.

Evidence provides assurance that the following requirements are met

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

YES NO

R3.11 ensure students are supernumerary

YES NO

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 24 June 2024

Post event review

Identify how the condition(s) is met

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A

Standard 4: Supervision and assessment

AEIs together with practice learning partners must:

- R4.1 ensure that support, supervision, learning opportunities and assessment complies with the NMC [Standards framework for nursing and midwifery education](#)
- R4.2 ensure that support, supervision, learning opportunities and assessment complies with the NMC [Standards for student supervision and assessment](#)
- R4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes
- R4.4 provide students with constructive feedback throughout the programme to support their development
- R4.5 ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 percent
- R4.6 assess students to confirm proficiency in preparation for professional practice as a midwife
- R4.7 ensure all proficiencies are recorded in an ongoing record of achievement, which must demonstrate the achievement of proficiencies and skills set out in the NMC Standards of proficiency for midwives

Standards framework for nursing and midwifery education, specifically: R2.12; R3.5, R3.6, R3.8, R3.11, R3.13, R3.14, R3.17; R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Documentary evidence and the modification visit confirm that support, supervision, learning opportunities and assessment in the modified curriculum and apprenticeship route complies with the SFNME. The programme team, apprenticeship officer and EPs confirm that recruitment and admissions processes for apprentices are led by the employer. Joint interviews are held with members of the SU midwifery team and admissions data is shared by EPs as part of the onboarding process, for example occupational health requirements. One of the PUSC representatives at the visit confirms their involvement with student interviews.

All the students we meet confirm they know how to raise concerns and are confident to do so. They describe excellent support from the programme team, practice supervisors and practice assessors and understand what's expected of them. Any fitness to practise issues for apprentices are managed by the relevant EP in the first instance and communicated to the programme team and LME who progress with a university investigation if required.

EPs and PLPs we meet describe good working relationships with SU, that link lecturers are accessible and helpful and that individualised support is made available for PLPs/EPs if needed. For example, some PLPs/EPs with responsibility for student placement allocations express anxiety about the new model for integrated theory and practice-based learning. However, they confirm they're confident that their concerns are listened to and responded to. They appreciate that this support is personalised to their operational needs and is solutions focused. PLPs and EPs confirm their support of the proposed apprenticeship route and describe effective partnership working with SU in its development. The LME, EPs and PLPs describe the current apprenticeship agenda as dynamic, however their commitment to establishing an apprenticeship route is clear.

Theory based assessments are clearly aligned with programme learning outcomes and support achievement of the SPM and IfATE midwife standard. They emphasise the integration of subject knowledge with theoretical concepts and are applied to practice. Assessments are designed to support students' individual learning styles and include professional discussions, serious incident analyses and presentations. Assessment of practice and achievement of the SPM are documented in the eMORA, PARE and Aptem.

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. Unchanged through this modification.

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. Unchanged through this modification.

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

MET **NOT MET**

R4.4 is met. Unchanged through this modification.

Evidence provides assurance that the following requirements are met

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

YES **NO**

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

YES **NO**

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

YES **NO**

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

YES **NO**

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

YES **NO**

Outcome

Is the standard met?

MET **NOT MET**

Date: 24 June 2024

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	

Standard 5: Qualification to be awarded	
AEIs together with practice learning partners must:	
R5.1 ensure that the minimum award for a pre-registration midwifery programme is at bachelor's degree level	
R5.2 notify students during and before completion of the programme that they have five years to apply to register with the NMC if they wish to rely on this qualification ¹ . 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.	
<i>Standards framework for nursing and midwifery education specifically R2.12, R2.21</i>	
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"/>
R5.2 notify students during and before completion of the programme that they have five years to apply to register with the NMC if they wish to rely on this qualification ² . In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Fall Back Award	

If there is a fall back exit award with registration as a midwife all NMC standards and proficiencies are met within the award.

YES NO N/A

There's no fall back exit award that confers NMC registration as a midwife.

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 24 June 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input type="checkbox"/>	<input checked="" 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 (NMC 2018, updated 2023) (Gateway 1)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment (NMC 2018, updated 2023)</i> 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 (NMC 2019, updated 2023) (Gateway 3)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the LME	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: The university and student handbooks are contained within the VLE and other online platforms. Statements of commitment from EPs aren't provided. A condition is applied. (Condition one)		
List additional documentation: Signed statement of commitment between SU and Mid Cheshire Hospitals NHS Foundation Trust, undated Signed statement of commitment between SU and The Royal Wolverhampton NHS Trust, undated Signed statement of commitment between SU and Shrewsbury and Telford Hospitals NHS Trust, undated Signed statement of commitment between SU and University Hospital of North Midlands NHS Trust, undated Signed statement of commitment between SU and University Hospitals of Derby and Burton NHS Foundation Trust, undated Signed statement of commitment between SU and Walsall Healthcare NHS Trust, undated Email confirmation from the panel chair that the university condition is met, 6 August 2024		
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: Year one students x three Year two students x five		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation		

Additional comments:
None identified.

The visitor(s) viewed the following areas/facilities during the event:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System Regulator Reports List: Birmingham Women's and Children's NHS Foundation Trust, CQC inspection report, 3 March 2023 Royal Derby Hospital, CQC inspection report, 29 November 2023 Manor Hospital, CQC inspection report, 15 September 2023 Shrewsbury and Telford Hospital NHS Trust, CQC inspection report, 18 November 2021 University Hospitals of Derby and Burton NHS Foundation Trust, CQC quality report, 16 June 2021 University Hospitals of North Midlands NHS Trust, CQC inspection report, 22 December 2021 Walsall Healthcare NHS Trust, CQC inspection report, 25 January 2023 Queens Hospital, CQC inspection report, 29 November 2023		
If you stated no above, please provide the reason and mitigation: SU is an established AEI and therefore visits to practice learning environments and inspection of resources isn't required.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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Issue record

Final Report

Author(s):	Sarah Snow	Date:	30 June 2024
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Submitted by:	Amy Young	Date:	7 August 2024
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