



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Pre-registration midwifery qualification leading to:

Pre-registration midwifery

Coventry University

April 2025

Contents

Key institutional and programme details	1
Executive summary	2
Conditions and recommendations	4
Conditions.....	4
Recommendations for enhancement.....	4
Statements of good practice.....	4
Response to conditions.....	5
Explanation of findings for Part 3	6
1: Selection, admission and progression.....	6
2: Curriculum	8
3: Practice learning	10
4: Supervision and assessment	13
5: Qualification to be awarded.....	15

Key institutional and programme details

Name and location of Approved Education Institution (AEI)	Coventry University Coventry CV1 5FB England				
AEI/EI Institution Identifier [UKPRN]	10001726				
Name and location of programme delivery partner(s) if not the AEI/EI noted above	N/A				
Name of new employer partners for apprenticeships	N/A: this is not an apprenticeship route				
Approval type	Major modification				
Name of programme					
NMC programme title	AEI/EI programme title (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Pre-registration Midwifery	BSc (Hons) Midwifery	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Interim awards available	
There are no interim awards for this qualification that lead to NMC registration	
Proposed programme start date	15 September 2025
Standard(s) under assessment	<input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing programmes Note that the AEI has taken an institutional approach to Part 2: Standards for student supervision and assessment and therefore compliance with Part 2 has been confirmed through a previous review.
Date of visit	30 April 2025
Visitor team	Registrant Visitors: Mrs Michelle Steptoe Ms Sarah Snow Lay Visitor: Professor Mandy Robbins

Executive summary

Quality Assurance Reviews (QARs) are undertaken for the specific purpose of making recommendations to the Nursing and Midwifery Council (NMC) in relation to the approval (or otherwise) of the above-named programme(s) or in relation to the approval (or otherwise) of major modifications to the above-named programme(s). Reviews follow the Gateway approach to programme approvals and major modifications, as outlined in [QAA Guidance for Approved Education Institutions and Education Institutions on NMC Quality Assurance Reviews](#).

Reviews involve a period of desk-based analysis with the opportunity for NMC visitors to request further information, evidence or clarification and a conjoint visit with the Approved Education Institution (AEI) or Education Institution (EI) programme approval panel. All evidence submitted by the AEI or EI is reviewed by the visitors.

Visits enable both the NMC visitors and the AEI or EI programme approval panel to gather further evidence and clarifications to inform their judgements and make recommendations about the AEI or EI ability to meet the NMC standards. Visits will normally include meetings with a range of stakeholders such as students, people who use services and carers, employers, practice learning partners, the programme team and senior managers.

For programme approvals all standards within Part 3: Standards for pre-registration midwifery programmes are reported upon. For major modifications only those Part 3 standards impacted by the modification are reported upon. The visitor team confirms with the AEI/EI which Part 3 standards are in scope for a major modification.

Following a review, a draft report is shared with the AEI or EI for the purposes of confirming factual accuracy before the report is finalised.

The conjoint visit with Coventry University's approval panel took place on 30 April 2025.

Context for the review

This major modification proposal has been driven by Coventry University's (CU) periodic review process resulting in changes to pedagogy, learning outcomes, indicative content and assessment, alongside changes to the delivery pattern for theory and practice. The impact is therefore mainly focused on 2: Curriculum of these Part 3 Standards; however, the impact on 3: Practice learning and 4: Supervision and assessment have also been considered.

Co-production has taken place, with multiple stakeholders consulted throughout the development of the course including people who use services and carers (PSCs), clinical practice partners, students and external examiners.

The visitor team met with a range of senior staff and practice assessors (PAs) and practice supervisors (PSs) from the practice learning partners (PLPs), current students, and representatives from the CU's Service User and Carer Engagement (SUCE) service which is a formally recognised group for PSCs who work together with academic and administration staff at strategic and operational levels to develop and deliver the service.

The **final recommendation** made by the visitor team to the NMC, following consideration of CU's response to any conditions required by the approval panel, is as follows:

Programme is recommended to the NMC for approval. The programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

The detailed findings of the visitor team's review are explained in more detail in the following sections. This includes a summary of any conditions of approval and confirmation of whether these have been satisfactorily addressed.

Conditions and recommendations

The **provisional judgement** of the visitor team following the visit and prior to the consideration of CU's response to any conditions was as follows:

Programme is recommended to the NMC for approval after conditions are met to ensure the programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

Conditions

Conditions				
No.	Condition details	Specific standard(s) not met	NMC only/ Joint	AEI/EI only
C1	Amend programme documentation to ensure it consistently states that recognition of prior learning is not permitted for pre-registration midwifery programmes.	1.3	Joint	
C2	Change all references to 'extension week' into 'enhancement week' within programme documentation.			AEI
Date for all conditions to be met to meet intended delivery date		28 May 2025		

Joint conditions relate to both NMC standards and the CU's programme approval outcomes. All conditions must be met in order for a programme to be recommended to the NMC for final approval.

Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard(s)	NMC only/ Joint	AEI/EI only
R1	Ensure consistency in language referring to PSCs.			AEI

Recommendations are to be addressed and reported in the annual self-assessment report.

Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Details	Specific standard(s)	NMC only/ Joint
	None		

Response to conditions

The visitor team reviewed in full the response(s) and evidence from CU to the conditions set. The findings of the visitor team with regard to responses to individual conditions are recorded in the main body of this report.

Response to NMC and Joint NMC/AEI conditions

Response to conditions		
No.	Condition details	Findings
C1	Amend programme documentation to ensure it consistently states that recognition of prior learning is not permitted for pre-registration midwifery programmes.	<p>The visitor team reviewed the updated programme specification and confirmed all references to recognition of prior learning have been removed, ensuring consistent information is available across all the documentation that states recognition of prior learning is not permitted for the pre-registration midwifery programme.</p> <p>The visitor team therefore considers that for Condition C1, CU has fully addressed the requirements of the condition and therefore Standard 1.3 is met.</p>

Response to AEI only conditions

The response to CU conditions that are not directly related to individual NMC standards are reported in the table below.

Response to AEI/EI only conditions		
No.	Condition details	Findings
C2	Change all references to 'extension week' into 'enhancement week' within programme documentation.	<p>The Chair of the conjoint panel confirmed by email (dated 9 May 2025) that all internal conditions, as noted in the minutes of the visit, have been met.</p> <p>The visitor team considers that for Condition C2, CU has fully addressed the requirements of the condition and therefore Condition C2 is met.</p>

The visitor team considers that all conditions listed above have been satisfactorily addressed resulting in the team being able to confirm that all required NMC standards are met.

The **final recommendation** made by the visitor team to the NMC, following consideration of the CU's response to any conditions set, is therefore as follows:

All conditions relating to this programme have been addressed and **the programme is recommended to the NMC for approval**. The programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

Explanation of findings for Part 3

1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable to this major modification
1.1	Appoint a lead midwife for education who is responsible for midwifery education in the AEI.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.2	Inform the NMC of the name of the lead midwife for education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.3	Ensure recognition of prior learning is not permitted for pre-registration midwifery programmes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.4	Ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.5	<p>Confirm on entry to the programme that students:</p> <p>1.5.1 meet the entry requirements for the programme as set out by the AEI and are suitable for midwifery practice</p> <p>1.5.2 demonstrate an understanding of the role and scope of practice of the midwife</p> <p>1.5.3 demonstrate values in accordance with the Code</p> <p>1.5.4 have capability to learn behaviours in accordance with the Code</p> <p>1.5.5 have capability to develop numeracy skills required to meet programme outcomes</p> <p>1.5.6 can demonstrate proficiency in English language</p> <p>1.5.7 have capability in literacy to meet programme outcomes</p> <p>1.5.8 have capability to develop digital and technological literacy to meet programme outcomes.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.6	Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7	Ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC Guidance on health and character. This includes satisfactory occupational health assessments and criminal record checks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.8	Ensure students are fully informed of the requirement to declare immediately any police charges, cautions,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully.				
1.9	Ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.10	Ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

1. The changes as a result of this major modification have limited impact on arrangements for selection, admissions and progression. The visitor team reviewed the evidence provided and confirmed that there are no changes to the lead midwife, the arrangements for selection and admissions, or the processes to ensure the students' health and character, therefore Standards 1.1, 1.2, 1.4, 1.5 and 1.7-1.9 have not been impacted.
2. While it is clear in the criteria for admission and selection that recognition of prior learning (RPL) is not permitted for the midwifery programme, the visitor team noted that the updated course specification states that RPL may be granted at the discretion of the Course Director. The visitor team explored the inconsistency in the information during the review visit where the programme team confirmed this was an error in the documentation and clarified that RPL is not permitted. This resulted in the **condition (C1)** in relation to Standard 1.3 that requires CU to amend programme documentation to ensure it consistently states that recognition of prior learning is not permitted for pre-registration midwifery programmes.
3. In considering Standard 1.6, the visitor team reviewed the course specification and numerical and digital literacy mapping document and confirmed that continued support for the development of numeracy, literacy and digital and technological literacy remains a key feature of the updated programme.
4. Based on the information made available, the visitor team considers that CU has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC standards to be met subject to meeting **condition (C1)**.

2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable to this major modification
2.1	Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Ensure that programme learning outcomes reflect the Standards of proficiency for midwives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.6	Design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Ensure technology and simulated learning opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment, including where practice scenarios occur infrequently, and a proficiency is required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.8	Design curricula that provide an equal balance of 50 per cent theory and 50 per cent practice learning, using a range of learning and teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	<p>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:</p> <p>2.9.1 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</p> <p>2.9.2 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</p> <p>2.9.3 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</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	must be followed by a year of professional midwifery practice.				
--	--	--	--	--	--

Curriculum requirements

A three-year programme of 4,600 hours, with an equal balance of practice and theory (2,300 hours for each).

Findings

5. The visitor team considered a range of evidence in relation to the curriculum including the course documentation, mapping documents and stakeholder events, presentations and feedback. The visitor team also met with the programme team who provided an informative presentation outlining the changes to the curriculum, current students, representatives from CU's Service User and Carer Engagement (SUCE) service and representatives from PLPs.
6. In consideration of Standards 2.1 and 2.4, there is evidence of robust consultation with key stakeholders through SUCE and external groups with relevant knowledge and experience, such as paternal mental health, and through consultation with students, external examiners and PLPs. PLP representatives confirmed collaboration with the development of the new curriculum and noted that the placement facilitator and monthly meetings supported effective communication. The programme team presentation at the visit, alongside evidence of stakeholder events and feedback, confirmed the range of engagement and involvement of SUCE and other relevant external groups in the design, development, delivery and planned evaluation of the programme which included Paternal Mental Health and National Childbirth Trust.
7. In consideration of Standard 2.2, the visitor team confirmed that CU continues to comply with the NMC Standards for student supervision and assessment and that effective structures remain in place to support the assessment of students in practice, as outlined in the NMC Governance documents. The support provided to PAs has not changed as a result of this proposed modification.
8. In consideration of Standards 2.3 and 2.6, there is evidence of robust planning and mapping of the programme learning outcomes and modules to the Standards of proficiency for midwives. Information in the course specification, course planning, an example student journey and the presentation from the programme team during the visit confirm that CU has designed a programme that supports students and provides relevant and ongoing exposure to midwifery practice, which is tracked through the Midwifery Ongoing Record of Achievement (MORA).
9. The visitor team saw clear evidence in relation to Standard 2.8 confirming that the new curriculum has been designed to ensure there is an equal balance of theory and practice as evidenced by the course plan hours mapping and course plan provided.
10. Standard 2.5 is not within scope for this proposed modification and Standards 2.7 and 2.9 have not been impacted by this proposed modification as there are no changes to the way that technology and simulated learning opportunities are used within the curriculum or to the length of the programme.
11. Based on the information made available, the visitor team considers that CU has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met.

3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
3.1	Provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Ensure students experience the role and scope of the midwife, enabling them to provide holistic care to women, newborn infants, partners and families.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multiagency team working.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	<p>Provide learning opportunities, across the whole continuum of care, that enables students to gain experience to:</p> <p>3.5.1 support and care for women during pregnancy, undertaking no less than 100 antenatal examinations</p> <p>3.5.2 support and care for no less than 40 women in labour and conduct 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</p> <p>3.5.3 participate in the support and care of women in labour and conduct a breech birth. Where there are no opportunities in practice to gain experience of breech births, proficiency may be gained by simulated learning</p> <p>3.5.4 support and care for no less than 100 women postnatally and 100 healthy newborn infants</p> <p>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</p> <p>3.5.6 care for newborn infants requiring additional care or have complications, including in a neonatal unit and</p> <p>3.5.7 care for women across the life course with additional sexual and reproductive health needs.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Ensure students gain experience of leadership and team working with different maternity providers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Provide students with learning opportunities to experience midwifery care for a diverse population	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	across a range of settings, including midwifery led services.				
3.8	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9	Take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.10	Ensure students experience the range of hours expected of practising midwives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.11	Ensure students are supernumerary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Practice learning requirements and simulated learning hours

There are no changes to the practice learning requirements as a result of the proposed modification.

Practice learning requirements include no less than 100 antenatal examinations, support and care for no less than 40 women in labour and conduct the birth, and no less than 100 women postnatally and 100 healthy newborn infants and support and care for no less than 40 women who have additional care needs or develop complications.

Findings

12. The arrangements for practice learning have not changed as result of this proposed modification other than in relation to scheduling, with students now completing two blocks of practice learning hours per academic year. The visitor team considered a range of evidence including programme documentation, student journey planners, example placement allocations and progression trackers to confirm that the arrangements continue to provide the same learning opportunities. The visitor team also met with the programme team and PLP representatives to confirm the proposed arrangements.
13. In consideration of Standard 3.1, the visitor team saw robust evidence of stakeholder engagement in relation to the proposed modification, and the PLPs confirmed during the visit that there had been clear communication and consultation in order to ensure the block delivery system continued to provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives.
14. In consideration of Standards 3.2-3.8 and 3.10, the programme documentation, placement documentation, progression tracker and MORA confirm that students continue to experience the role and scope of the midwife and are provided with learning opportunities that enable them to achieve proficiencies related to interdisciplinary and multi-agency team-working and across the whole continuum of care for all women and newborn infants. The MORA includes hard to achieve proficiencies such as breech birth and the achievement of proficiencies, and specific numbers, for example facilitation of 40 births, are monitored via individual student progress tracking spreadsheets. The documentary evidence confirms that students

are supported to gain experience of leadership and team-working in different maternity providers and are provided with learning opportunities to experience midwifery care for a diverse population across a range of settings. These include birth centres, specialist antenatal screening and newborn hearing services. The documentary evidence and the modification visit also confirm that students are provided with learning opportunities that enable them 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. These include sessions with PSCs who are asylum seekers, have experienced bereavement, and parental mental health issues. All students experience some shifts on medical and/or surgical wards and have opportunities to visit specialist clinics such as obstetric anal sphincter injury care.

15. The arrangements to ensure that CU takes account of students' individual needs and personal circumstances when allocating their practice learning opportunities and to ensure that students are supernumerary remain unchanged and therefore Standards 3.9 and 3.11 are not impacted by this proposed modification.
16. Based on the information made available, the visitor team considers that CU has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met.

4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
4.1	Provide support, supervision, learning opportunities and assessment that complies with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Provide support, supervision, learning opportunities and assessment that complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.4	Provide students with constructive feedback throughout the programme to support their development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.5	Ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 per cent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.6	Assess students to confirm proficiency in preparation for professional practice as a midwife.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.7	Ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in NMC Standards of proficiency for midwives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

17. The visitor team considered a range of evidence including programme and placement documentation, progress tracking and MORA examples and information on support and guidance provided to students and PLPs. The visitor team also met with a range of PLP representatives, the programme team, who delivered an informative presentation, and current students during the review visit.
18. In consideration of Standard 4.1, the visitor team found that documentary evidence and the modification visit confirm CU and its PLPs continue to provide support, supervision, learning opportunities and assessment that complies with the Standards framework for nursing and midwifery education. Coproduction with PSCs and other stakeholders is clear through the various stakeholder engagement activities and there are no changes to the learning culture, educational governance and quality, the educators and assessors, or the way in which students are empowered. Assessment is mapped effectively to the curricula and remains fair, reliable and valid, which is confirmed by the external examiners and subject specialists. In terms of the proposed modifications to the programme, the 'stackable' approach to curriculum re-design aims to support progressive learning and achievement. The proposed modification to move to a block structure was welcomed by the students during the visit who were positive about the ability to focus on one module at a time and

considered the single module assessment point to be helpful. Students suggested this structure is more conducive to maintaining a work/home life balance and facilitates the application of theory to practice. Senior representatives from PLPs confirm that appropriate resources are in place to manage the change and there continues to be a range of student support services available. Students confirmed that they are well supported in both theory and practice learning environments.

19. In relation to Standard 4.2, the visitor team noted that documentary evidence and the modification visit confirm that CU and its PLPs continue to provide support, supervision, learning opportunities and assessment that complies with the Standards for student supervision and assessment. There are no changes to the way in which supervision operates, and students were positive about the support they receive in both theory and practice learning environments and through the role of the practice facilitators. The programme team each have an 'academic in practice' role and they visit each placement area every two weeks to meet with students and respond to any issues or concerns. Students confirm that they feel well supported in the practice learning environment and are confident to raise any concerns.
20. The visitor team reviewed the Gateway 3 narrative and evidence and confirmed that arrangements remain in place that track students' achievement and progression against the Standards of proficiency for midwives and programme outcomes, to assess students to confirm proficiency in preparation for professional practice as a midwife, and to ensure all proficiencies are recorded effectively. The review team also confirmed that opportunities for constructive feedback and the 100% numerical assessment remain. Therefore, this modification does not impact on Standards 4.3-4.7.
21. Based on the information made available, the visitor team considers that CU has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met.

5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
5.1	Ensure that the minimum award for a pre-registration midwifery programme is a bachelor's degree.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Notify students during and before completion of the programme that they have five years to register their award with the NMC if they wish to rely on this qualification. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

22. The arrangements for the award of qualifications for programmes have not changed as a result of the modification. The visitor team confirmed this through review of the course specification which clearly states that the award for this programme is a bachelor's degree.
23. When considering Standard 5.2, the visitor team reviewed the updated student handbooks and confirmed that students continue to be notified that they have five years to apply to register with the NMC. Students also confirmed this during the visit.
24. Based on the information made available, the visitor team considers that CU has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

QAA2960 – R14871 – June 25

© The Quality Assurance Agency for Higher Education 2025
Southgate House, Southgate Street, Gloucester GL1 1UB
Registered charity numbers 1062746 and SC037786

Tel: 01452 557050
Web: www.qaa.ac.uk/nmc