



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Pre-registration midwifery qualification leading to:

Pre-registration midwifery

Kingston University

April 2025

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	Kingston University Kingston Upon Thames KT1 2EE
AEI/EI Institution Identifier [UKPRN]	10003678
Name and location of programme delivery partner(s) if not the AEI/EI noted above	N/A
Name of new employer partners for apprenticeships	List of the new employer partners: Kingston and Richmond NHS Foundation Trust Epsom and St Helier University Hospitals NHS Trust Croydon Health Services NHS Trust Ashford and St Peter's Hospitals NHS Foundation Trust Royal Surrey NHS Foundation Trust
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	BMid (Hons) Midwifery with Registered Midwife Degree Apprenticeship	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input checked="" 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	22 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 midwifery 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	7 April 2025
Visitor team	Registrant Visitors: Dr Rowena Doughty, Mrs Natasha Carr Lay Visitor: Mr Kevin Rogers

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's 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 confirmed with the AEI 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 Kingston University's approval panel took place on 7 April 2025.

Context for the review

This review was conducted to approve the introduction of an apprenticeship route to Kingston University's (KU's) existing BMid (Hons) Midwifery with Registered Midwife degree programme. The proposal for a degree apprenticeship route was initiated by five of KU's current practice learning partners (PLPs) who have each identified a number of midwifery support staff with the potential to achieve registration and work as midwives but for whom a full-time degree programme would not be accessible.

The apprenticeship programme will mirror the existing programme in both content and structure, with additions to accommodate the requirements of the Institute for Apprenticeships and Technical Education (IfATE) standards: Midwife (2019 NMC Standards) (Integrated Degree). Apprenticeship students will be taught together with the BMid (Hons) Midwifery with Registered Midwife route direct entry students; to meet the requirements of the NMC Standards for pre-registration midwifery programmes (2019, updated 2024).

The five PLPs who are seeking to offer Midwifery apprenticeships have been involved in the development of this programme. Four of the five PLPs already offer apprenticeships in nursing (both for KU and other AEIs) or in midwifery (for other AEIs) and therefore are well placed to advise on the logistical arrangements for resourcing, including placement capacity, support for Practice Assessors (PAs) and Practice Supervisors (PSs) and the introduction of tripartite meetings. The KU programme team sought additional input to the programme from KU's School of Nursing (who offer apprenticeships) and from the KU Central Apprenticeship Team.

As the content and structure of the programme remains unchanged, students and people who use services and carers (PSCs) were not directly consulted about the introduction of the apprenticeship route. Discussion during the meeting with PSCs confirmed that their ongoing evaluation of, and contribution to, the programme will continue and will be strengthened as a result of this modification. The addition of the apprenticeship route will strengthen both the PSCs' and student involvement in co-production and evaluation. Details of how this will be achieved are in the main body of this report and reflected in the conditions and recommendations.

The visitor team met with a range of senior staff from KU and the five PLPs aiming to become employer partners (EPs), along with clinical practice facilitators (CPFs), PAs and PSs from the five PLPs. One PLP experienced a critical incident on the day of the visit which delayed the engagement of their director of midwifery (DoM) in the senior managers meeting; however, that DoM joined the later meeting with CPFs, PAs and PSs to ensure appropriate coverage at the senior level. The visitor team also met with a range of current midwifery students along with nursing apprenticeship students and a number of PSCs, one of whom was chair of an advocacy group. All groups spoke highly of the support they receive from the KU programme team.

The **final recommendation** made by the visitor team to the NMC, following consideration of KU'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 KU'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 only
C1	Produce a strategy and action plan to ensure the structured and continued engagement of this group of stakeholders (women, partners, families and advocacy groups) in the ongoing co-production of the midwifery programme.	2.4	NMC only	
C2	Ensure the leadership element of standard 3.6 is explicit in the most appropriate student-facing documentation (eg, course handbook) and specifically identify how students will meet this standard.	3.6	NMC only	
C3	Identify and approach an external examiner to facilitate approval and induction prior to the start of the course.			AEI only
Date for all conditions to be met to meet intended delivery date		NMC Conditions: 24 April 2025 AEI Conditions: 30 April 2025		

Joint conditions relate to both NMC standards and KU'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	As part of the interview include a question related to being an apprentice.			AEI only
R2	Inform the current student body about the new programme and what to expect.			AEI only
R3	Compare, contrast and evaluate the student experience of apprenticeship and direct entry students following the first cohort through to completion.	2.1	NMC only	

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		

The visitor team reviewed in full the response(s) and evidence from KU to the conditions set. The findings of the visitor team with regard to responses to individual conditions, are recorded below.

Response to NMC conditions

Response to conditions		
No.	Condition details	Findings
C1	Produce a strategy and action plan to ensure the structured and continued engagement of this group of stakeholders (women, partners, families and advocacy groups) in the ongoing co-production of the midwifery programme.	<p>KU provided a document entitled 'Department of Midwifery Strategy for working with people who use maternity services'. The visitor team considers this to be a comprehensive strategy for engagement of PSCs throughout both the student and programme lifecycles along with a detailed monitoring and (internal) reporting schedule.</p> <p>The visitor team therefore considers that for Condition C1, KU has fully addressed the requirements of the condition and Standard 2.4 is met.</p>
C2	Ensure the leadership element of Standard 3.6 is explicit in the most appropriate student-facing documentation (eg, course handbook) and specifically identify how students will meet this standard.	<p>KU provided an updated programme specification with a new paragraph specifically referencing the change of clinical placement site to provide the opportunity for students to experience leadership and teamwork in two different maternity providers to meet Standard 3.6. The KU virtual learning environment (VLE) has been updated to include the same information in a student-facing medium and a screenshot from the VLE was provided as evidence.</p> <p>KU provided a comprehensive document outlining where assessment of team working and leadership occurs throughout all stages of the existing programme in both practice learning and curriculum. The apprenticeship programme will mirror the existing programme.</p> <p>The visitor team therefore considers that for Condition C2, KU has fully addressed the requirements of the condition and Standard 3.6 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.

Response to AEI only conditions

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

Response to AEI only conditions		
No.	Condition details	Findings
C3	Identify and approach an external examiner to facilitate approval and induction prior to the start of the course.	<p>The Chair of the conjoint panel confirmed by email (dated 30 April 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 C3, KU has fully addressed the requirements of the condition and therefore Condition C3 is met.</p>

The **final recommendation** made by the visitor team to the NMC, following consideration of KU'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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8	Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	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

The visitor team considered a range of evidence for this standard including the KU Registered Midwife Degree Apprenticeship (RMDA) Briefing Document, KU Admissions Policy, the programme entry requirements, the Employer Liaison Document and the programme specification. The visitor team also met with the following groups of stakeholders: senior managers from KU and the five proposed employer partners (EPs); the programme team, people who use services and carers (PSCs) and students.

1. Arrangements for Standards 1.1, 1.2, 1.6 and 1.9 remain unchanged by this major modification; however, the selection and admission of apprenticeship students is undertaken in partnership between KU and the relevant employer partner (EP) and therefore was in scope for this review.
2. In considering Standard 1.3, the visitor team reviewed the entry criteria section of the programme specification which clearly states that recognition of prior learning (RPL) cannot be used for this programme.

In considering Standards 1.4 and 1.5, the visitor team reviewed the information for prospective apprenticeship and direct entry students, the interview form and the associated value-based interview questions and confirmed that the entry and selection criteria for direct entry and apprenticeship students are the same.

The one difference between the two routes is that for direct entry students the interview days are conducted with several KU academic staff whereas the apprenticeship students are interviewed by a joint panel of KU academic staff and EP staff. The evidence provided highlights that students are required to demonstrate an understanding of the role and scope of practice of the midwife and use examples from their studies, work or life experience to explore their preparedness for the role. The interviewers assess suitability using defined rubrics to facilitate a consistent approach to this assessment. The KU programme team and the EPs were able to confirm at the visit that the two routes have consistent selection criteria. There is a KU only recommendation (R1) to include an interview question related to being an apprentice.

3. The students at the visit were able to confirm that the values-based recruitment process required them to demonstrate the capability to learn the professional behaviours expected of midwives in accordance with the NMC Code and one of the PSC representatives confirmed their involvement in developing the values-based interview questions.

In considering Standards 1.7 and 1.8, the EPs and the programme team confirmed that responsibility for Occupational Health (OH) checks and enhanced clearance through the Disclosure and Barring Service (DBS) is the responsibility of the EP including arrangements for alternative practice. For direct entry route students these responsibilities rest with KU. The documentary evidence makes it clear to all prospective students, irrespective of their intended route, that these are entry requirements. The student contracts issued on admission to the course make it clear that any changes to health or character have to be reported and there is an annual declaration for students to complete. Students at the visit confirmed that these processes and procedures are applied in full through their employer (nurse apprentices) and KU (direct entry midwifery students).

4. Based on the information made available, the visitor team considers that KU has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC standards to be met.

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 must be followed by a year of professional midwifery practice.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Curriculum requirements

	Theory (hours)	Practice (hours)
Year One	874	600
Year Two	750	800
Year Three	676	900
Total hours	2,300	2,300
Ratio	50%	50%

Findings

5. The curriculum for the proposed degree apprenticeship programme is the same as the existing approved midwifery degree programme; however, the visitor team reviewed the curriculum for the purposes of ensuring currency and relevance to ascertain that the programmes are identical and to review the mapping of the apprenticeship Knowledge, Skills and Behaviours (KSBs) to NMC requirements.
6. The visitor team considered a range of evidence for this standard including the RMDA Briefing Document, programme specification, module directory and the two mapping documents showing KSBs mapped to NMC Standards of proficiency for midwives (2019, updated 2024) six domains and KSBs to modules. The visitor team discussed these standards further with the programme team and PSC representatives.

In reviewing Standard 2.1, the visitor team noted that there was no evidence of student consultation about the introduction of the apprenticeship route. This approach was taken on the basis that the overall programme content and structure remains the same as the current programme. Stakeholder consultations with the EPs had however taken place. This led to one KU **recommendation (R2)** to inform current students of the new programme and what to expect, and one NMC **recommendation (R3)** to compare, contrast and evaluate the student experience of apprenticeship and direct entry students following the first cohort through to completion.

In reviewing Standards 2.2 and 2.3, the visitor team considered that the documentary evidence shows that apprenticeship students will follow the curriculum in the currently approved programme and will be taught together with the direct entry students. The visitor team considers the mapping of KSBs to both NMC proficiency domains and existing modules is comprehensive and provides confirmation that no changes to the existing curriculum are required. As there are no changes to the curriculum through this modification standards 2.2 and 2.3 continue to be met.

7. In reviewing Standard 2.4, the visitor team considered that there was some evidence of engagement of PSCs including feedback on the performance of student midwives in practice (which feeds into the overall assessment of the student by the practice assessor (PA)) and input into the value-based interview questions. Both of these were confirmed by the PSCs present at the visit. The programme team also outlined that programme team members are invited to a number of maternity user groups but that the minutes were unable to be shared as these belong to different organisations. As a result, there is no audit trail for this type of engagement. The visitor team considered that the programme would benefit from an ongoing structured

engagement with PSCs which led to an NMC only **condition (C1)** to produce a PSC strategy and action plan to ensure the structured and continued engagement of this group of stakeholders in the ongoing co-production of the midwifery programme.

8. In reviewing standards 2.6 to 2.9, the visitor team considers that as there are no changes to the currently approved programme and as apprenticeship students will be taught and assessed alongside direct entry students these standards continue to be met.
9. Based on the information made available, the visitor team considers that KU has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met subject to meeting **condition (C1)**.

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice learning requirements

The practice learning requirements for standards 3.5.1, 3.5.2, 3.5.4, and 3.5.5 are embedded in the Midwifery On-going Record of Achievement (MORA). Students are unable to register without meeting the minimum numbers stated within the standards.

In respect of Standard 3.5.3, where it is not possible for a student to gain direct experience of a breech birth, KU has in place a simulated learning experience to ensure students meet this standard.

Findings

10. The visitor team considered a range of evidence for this standard including the Placement Guide, the MORA, minutes of Directors of Midwifery and KU tri-annual liaison meetings, and minutes of Midwifery Department meetings with PLP attendance. The visitor team discussed the standards related to practice learning with senior EP managers, the programme team, the CPFs, PAs and PSs, and students.
11. As the apprenticeship programme structure mirrors the current direct entry midwifery programme, the focus of the discussions was on capacity of the EPs to manage additional student numbers, additional requirements for apprenticeships (for example Tripartite meetings) and alternative placements for their employed apprentices. It is anticipated that the first cohort of apprentices will number six. Currently the anticipated intake for direct entry route students is 98.
12. The visitor team considers that there is clear evidence of triannual capacity meetings between KU and Directors of Midwifery in terms of agendas and minutes and these meetings were confirmed in discussion with senior EP managers and the programme team as being held three times a year. This is a collaborative approach; it is employer led, and admission numbers are agreed in advance of the next academic year. Going forward these meetings will include the management of capacity for apprentices.
13. The demand for the apprenticeship programme was confirmed by the senior PLP managers and the CPFs, PAs and PSs present. Six apprenticeship places were

confirmed in the first instance and the EPs expressed confidence in managing these additional student numbers.

14. From the programme team's presentation and through discussions with the groups at the visit, it was clear that capacity is monitored and managed on the basis of student achievement (as recorded through the MORA). By keeping to the minimum 2,300 hours and carefully monitoring student hours in years 1 and 2, KU does not overload the practice areas with students that require retrieval hours (due to absence) to avoid reducing opportunities for students in year 3. As a result, students invariably achieve their target of, for example, 40 births by the end of the course. Students and the programme team both expressed confidence that students would meet the targets and practice learning hours by the end of the programme.
15. The EPs confirmed during their meetings that they have both the capacity and range of maternity services to be able to offer apprentices the full range of maternity experiences to achieve all proficiencies and the Placement Guide clearly identifies how students are allocated to appropriate areas for the full range of midwifery experiences. The guide also includes contingency plans for practice learning allocations.
16. In reviewing Standards 3.1 to 3.4, 3.7 and 3.8, the visitor team considered the combination of documentary evidence presented, along with the detailed MORA, and the assurances from the EPs regarding the range of maternity services available that these standards will be met for this modification. Student midwives confirmed that they have a specialist practice learning opportunity in year 3 related to interdisciplinary and multi-agency team working and it was clear that the MORA is structured to enable apprentices to record these experiences.
17. In reviewing Standard 3.5, all elements of this standard are included in the MORA and it is clear that students cannot meet this standard unless all elements are achieved in practice learning. KU has in place an appropriate simulated practice learning alternative for Standard 3.5.3 in the event that a student or apprentice does not directly experience a breech birth.
18. In reviewing Standard 3.6, the visitor team considered that the evidence of the alternative placement was sufficient to meet the criteria of team working with different maternity providers but that the leadership aspect of this standard was not evident. The student midwives the visitor team met did not show an awareness of the requirement to experience and evaluate different leadership styles. The visitor team advised the programme team that there should be one or more learning outcomes in relation to this standard. The visitor team considered that this standard is not met and this led to an NMC only **condition (C2)** to ensure the leadership element of standard 3.6 is explicit in the most appropriate student-facing documentation (for example, the course handbook) and specifically identify how students will meet this standard.
19. In reviewing Standard 3.9, the visitor team discussed how reasonable adjustments are managed in practice with the nurse apprentices and PAs and PSs. The nurse apprentices confirmed that there were clear discussions about reasonable adjustments with EPs at interview and throughout their student journey. The CPFs, PAs and PSs confirmed awareness of implementation of reasonable adjustments from current midwifery students and apprentices for both KU and other AEIs. The students and apprentices were very complimentary about the arrangements for reasonable adjustments, saying how well prepared the PLPs and EPs are in accommodating needs from the commencement of practice learning and that the support received helps students achieve the proficiencies.

20. In reviewing Standards 3.10 and 3.11, the visitor team noted that the Placement Guide details the expectations that students must experience the 24/7 care continuum. The students and apprentices confirmed that they are supernumerary in practice and that they know how to raise concerns and how to escalate these or how to seek support if they felt that they were not supernumerary. CPFs, PAs and PSs also confirmed that students and apprentices were supernumerary. The CPFs that currently have apprentice students provide an induction that supports a smooth role transition for apprentice students so the apprentice students can identify as student midwives.
21. Based on the information made available, the visitor team considers that KU has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met subject to meeting **condition (C2)**.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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

As the apprenticeship programme mirrors the existing midwifery degree programme Standards 4.2 and 4.4 were reviewed in detail; the remaining standards were considered to be met through the previous approval.

The visitor team considered a range of evidence in reviewing these standards including the RMDA Briefing Document, the Employer Liaison Handbook, the schedule of summative assessment, and the Personal Tutor meeting schedule and conversation guide. The visitor team explored these standards further in meetings with the programme team, the CPFs, PAs and PSs, and students.

22. In considering Standard 4.2, the documentary evidence states that ongoing support to PAs and PSs is provided through mandatory updates, delivered by members of the programme team and the EPs. The CPFs and the programme team provided assurances that additional support and preparation will be provided for PAs and PSs in advance of the start of the programme. PAs and PSs confirmed that there is mandatory training associated with the existing programme which will now include training for the apprenticeship programme. They further confirmed that they are aware of the introduction of the apprenticeship at KU and the additional requirements for supervision and assessment.

23. The nursing apprentices spoke positively about the support they received from KU to develop professional and academic skills, through the programme team and wider faculty. They mentioned the joint HEI/EP interview and felt it was a positive experience and a smooth process, as part of onboarding.
24. In considering Standard 4.4, it was acknowledged that the constructive feedback students on the existing programme receive will continue for apprentices. In respect of the additional requirements for apprenticeships, the documentary evidence stated that all apprentices are assigned a Personal Tutor (PT) who will monitor their progress towards meeting the requirements of the progression points for each part of the programme. During the discussions with the programme team, it was clarified that there will be one PT for all apprentices to provide a consistent experience. The PT will undertake the tripartite reviews across the three years. The PT will be joined by the student and a representative from the EP, usually the CPF for the tripartite meetings. An apprenticeship management system (Aptem) is used to monitor the progress of apprenticeships and record the tripartite meetings. Aptem is also used to support onboarding of apprentices. The visitor team established that the role of the PT is separate from that of the AAs. Assessment and review of the student in practice is undertaken by the AA appointed for each year of the course and the PA, based on the evidence presented in the MORA; however, the outcomes of the assessment and review will feed into the tripartite meetings.
25. Based on the information made available, the visitor team considers that KU 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

26. In respect of Standard 5.1, the award has not changed and continues to be a bachelor level degree.
27. In respect of standard 5.2, the visitor team, having reviewed the documentary evidence, was concerned that students were not explicitly informed on completion of their programme about the requirement to register their award within five years. The reference to this requirement was in the programme specification but not the student contract. This was raised with the programme team as part of the first request for further information. The programme team took immediate action to rectify this and provided an updated student contract with the associated forms to ensure that on completion of the programme students are informed, in writing, of the requirement to register their qualification with NMC within five years.
28. Based on the information made available, the visitor team considers that KU has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

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