



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Pre-registration Midwifery qualification leading to:

Pre-registration Midwifery

University of Bolton

December 2024

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Key institutional and programme details

| | | | | |
|---|--|---|-------------------------------------|--------------------------|
| Name and location of Approved Education Institution (AEI) | University of Bolton Deane Road Bolton BL3 5AB | | | |
| AEI Institution Identifier | 10006841 | | | |
| Name and location of academic delivery partner(s) if not the AEI noted above | Not applicable | | | |
| Name of employer partners for apprenticeships | Not applicable | | | |
| Approval type | Major modification | | | |
| Name of programme | | | | |
| NMC Programme Title | AEI Programme Title (in full) | Academic level | 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 Scotland <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Interim awards available (only required if leading to NMC registration) | | | | |
| NMC Programme Title | AEI Programme Title (in full) | Academic level | Full-time | Part-time |
| There are no interim awards for this qualification that lead to NMC registration. | Not applicable | N/A | N/A | N/A |
| Proposed programme start date | 28/04/2025 | | | |
| 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 | | | |
| Date of visit | 13 December 2024 | | | |
| Visitor team | Registrant Visitors: Ms Joanne Divers Mrs Asha John Lay Visitor: Professor Liz Crolley | | | |

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. 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.

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 the AEI approval panel took place on 13 December 2024.

Context for the review

The University of Bolton (UoB) offers a Pre-registration Midwifery programme under its title of BSc (Hons) Midwifery. This programme was validated in 2019, and the proposed modifications are informed by feedback from students and the external examiner for the programme. The proposals link to changes to the programme calendar to facilitate students' progression and ensure they have an annual leave break. The proposed modification also relates to the transparency of theory and practice time as a 50:50 split, with an equal split of theory and practice in each academic year, changes in the credit weighting of seven modules and moving all modules to a non-standard percentage mark scheme, rather than the standard UoB regulations. The proposals also include the renaming of a number of modules and the associated outcomes.

The **final recommendation** made by the visitor team to the NMC, following consideration of the AEI'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 NMC 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.

Where Part 2: Standards for student supervision and assessment are reviewed simultaneously with Part 3: Standards for pre-registration midwifery programmes, the associated summary of findings is recorded as Annexe 1.

Conditions and recommendations

The **provisional judgement** (following the visit and prior to the consideration of UoB'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 not met | NMC only/ Joint | AEI only |
| C1 | Ensure that the documentation and arrangements for students on different pathways provide parity in the number of hours students complete in different clinical placement settings to enable them to meet the required proficiencies. | 3.1 | Joint | |
| C2 | To review and revise documentation to correct basic errors. | | | AEI |
| C3 | Clear articulation of the purpose and operation of the elective placement | | | AEI |
| Date for all conditions to be met to meet intended delivery date | | 31 January 2025 | | |

Joint conditions relate to both NMC standards and the AEI'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 only |
| R1 | Consider reviewing the approach to the involvement of people who use services and carers (PSCs) to ensure there is representation from PSCs with recent experience of maternity services. | 2.4 | Joint | |
| R2 | Consider setting minimum threshold practice hours for students to progress from one year to another to support their development and achievement across the programme. | 2.6, 3.1 | NMC | |
| R3 | Develop a simulation learning strategy outlining how simulation will be embedded. | | | 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 |
| GP1 | Consolidation of simulation into skills weeks before students go into practice which enables them to be more confident and competent, and for practice learning partners to better support them. | 3.5 | NMC |

Response to conditions

| Response to conditions | | |
|------------------------|---|---|
| No. | Condition details | Findings |
| C1 | Ensure that the documentation and arrangements for students on different pathways provide parity in the number of hours students complete in different clinical placement settings to enable them to meet the required proficiencies. | <p>UoB has changed the approach to provide two, rather than three pathways for students, which is now sufficient in view of the student numbers. There is a 'standard' and 'alternative' pathway, and the critical intrapartum and antenatal/community areas now have parity between these two pathways. While there is not parity of exposure between postnatal and specialist areas, the difference is very small (one week), and this would not impede students in achieving sufficient exposure to become proficient.</p> <p>The evidence submitted therefore enables Standard 3.1 to be met.</p> |

The visitor team reviewed in full the response(s) and evidence from the AEI to the conditions set. The findings of the visitor team with regard to responses to individual conditions, and any specific observations from the AEI relating to individual standards, are recorded in the main body of this report.

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

The **final recommendation** made by the visitor team to the NMC, following consideration of UoB'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

Standard 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 type="checkbox"/> | <input checked="" 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, convictions or conditional discharges, or | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 visitor team considered a range of evidence relating to the BSc (Hons) Midwifery programme, including the rationale document providing context for the proposals, programme and module specifications, and staff CVs. The visitor team also gathered information through meetings at the visit with the programme development and senior management teams, representatives from practice learning partners and employers of midwives in the region, people who use services and carers (PSCs), and students.
2. In considering Standards 1.1 to 1.5, the visitor team agreed that overall, these standards were not impacted by the proposed modification and therefore not applicable in this context. However, while Standards 1.1 and 1.2 are not directly linked to the proposed modification, there has been a change in contact for the role of the lead midwife for education. The visitor team checked the relevant staff CV and registration information submitted and verified that this change in contact is reflected appropriately in the NMC's quality assurance system.
3. In reviewing Standard 1.6, the visitor team considered the support provided to students in relation to numeracy, literacy and digital and technological literacy skills. The visitor team also requested and received information relating to the initial skills assessments undertaken as part of the admissions process. The revised modules provide appropriate opportunities for students to develop their skills across the programme. For example, the Principles of Safe Midwifery Practice module provides support in developing appropriate basic communication skills in a range of environments, including academic and professional skills such as academic writing skills and referencing. The practice of researching and presenting data is a skill that is built during the programme, with academic skills further enhanced as students appraise and analyse data and research and then synthesise and critically review a range of literature in the module Universal Care for Women and Families. The development of numeracy skills is built into the design of several modules, such as the Physiological Principles of Midwifery Care which requires students to engage in simple calculations using drug formulae. The Midwife as a Safe Practitioner module is designed to ensure that students 'demonstrate and apply the skills of numeracy needed to ensure safe and effective midwifery practice' (Learning Outcome 2). The assessment of this component is robust and consists of a separate and independently assessed examination on medicine management. The virtual learning environment is an integral part of the learning strategy and use of this platform will improve students' digital literacy. The development of digital literacy is incremental, and the learning environment requires students to engage with a range of digital platforms and software, such as the use of the Midwifery Ongoing Record of

Achievement (MORA). The way in which the coverage of literacy and numeracy skills is embedded within the programme in a developmental way is articulated well in the programme documentation. Skills are embedded clearly and explicitly and are mapped well in the curriculum. Support is provided, including via the library's Learning Excellence Achievement Pathway (LEAP) online programme, which includes support in academic and professional skills as well as digital technology.

4. In considering Standards 1.7 and 1.8, the visitor team agreed that these standards were not impacted by the proposed modification and therefore not applicable in this context.
5. As noted, in relation to Standards 1.1 and 1.2, there has been a change in personnel for the role of lead midwife for education, and although not directly related to the proposed modification, this also links to Standard 1.9. The narrative provided by UoB describes a robust process of annual review of student good health and character by personal tutors. When this is performed in the final year of the programme this is then supplied to the lead midwife for education (or substitute who is listed in the supporting narrative) to enable them to provide the relevant declarations to the NMC. The visitor team requested an example of a self-declaration of health and character given to applicants at interview and on entry to the programme/on award along with clarification of the process, and the annual declaration sample provided satisfies Standard 1.9.
6. In considering Standard 1.10, the visitor team agreed that this standard was not impacted by the proposed modification and therefore not applicable in this context.
7. Based on the information made available, the visitor team considers that UoB has in place the appropriate arrangements for Standard 1: Selection, admission, and progression to enable the applicable standards to be met.

Standard 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2.2 | Comply with the NMC Standards for student supervision and assessment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Curriculum requirements

The new plan of theory and practice details in weeks the equal numbers for 50% theory and 50% practice. The minimum number of hours required (4,600) for a three-year programme is not affected by the proposed modification.

Findings

8. The visitor team considered a range of evidence relating to the BSc (Hons) Midwifery programme, including planning documents, programme and module specifications, the Midwifery standards of proficiency mapping document and examples of the involvement of stakeholders. The visitor team also gathered information through meetings at the visit with the programme development and senior management teams, representatives from practice learning partners and employers of midwives in the region, PSCs, and students.
9. Standards 2.1 and 2.2, and the previous evidence to meet these, are not impacted by the proposals and therefore these standards are considered not applicable in the context of the proposed modification.
10. In considering Standard 2.3, the visitor team reviewed mapping documents and the revised module specifications. The proposed new midwifery modules have been mapped to the five domains of the NMC's Midwifery standards of proficiency. The module numbers have been reduced from 12 to nine; however, the module content covers the five domains and is transparent to follow. For example, the Midwife as a Safe Practitioner module provides further knowledge of pathophysiology for women with pre-existing medical conditions and co-morbidities. The six learning outcomes align with the module content including pharmacology, referral pathways and dealing with emergencies. The three assessments for this module will develop students' confidence in medicine management and emergency pathways. The NMC proficiencies linked to the module are appropriately noted in the module guide. Overall, the visitor team verified that the modules have been mapped to the NMC proficiencies and will develop safe and autonomous practitioners.
11. In reviewing Standard 2.4, the visitor team considered evidence of the involvement of stakeholders, including women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes. The initial evidence submitted included consultation documents with women and partners and supported a strong emphasis on partnership between the Trusts, women in care, voluntary organisations and the UoB. Feedback from the consultation is reflected in the new modules and the proposed skills weeks for the three years. Involvement is also visible in the proposed teaching during the skills weeks. The visitor team verified the effective involvement of stakeholders in discussions during meetings at the visit, and UoB representatives provided examples of plans to broaden this further with extending the representation from the local diverse community in the recruitment of students and simulation of scenarios in the proposed curriculum. The visitor team identified that the input of PSCs with recent experience of maternity services would be valuable. The visitor team therefore made a **recommendation (R1)**, shared by the UoB panel, that the UoB considers reviewing the approach to the involvement of PSCs to ensure there is representation from PSCs with recent experience of maternity services.
12. The visitor team concurred that Standard 2.5 is not applicable as the programme is not delivered in Wales.

13. In considering Standard 2.6, the visitor team reviewed evidence including programme plans, placement pathways, the revised module specifications and the 2024 Practice Learning Handbook. Evidence shows that the design and delivery of the midwifery programme will support students and provide relevant and ongoing exposure to midwifery practice, and plans were well received by students met by the visitor team during the visit. The new theory and practice plan has made the 50% theory and 50% practice pathways more transparent for students. The MORA will document the varied placement experiences students are exposed to during their training. The MORA mapping document was submitted in the previous validation event in 2022 and remains the same, with the NMC proficiencies closely mapped against it. While the visitor team confirmed that the design of the programme should provide students with support and provide relevant and ongoing exposure to midwifery practice, consideration could be given to arrangements that would facilitate student progression and distribute the completion of placement hours, mitigating the potential for a substantial number of practice learning hours being required towards the end of the programme. The visitor team therefore identified a **recommendation (R2)** that also applies to Standard 3.1, for UoB to consider setting minimum threshold practice hours for students to progress from one year to another to support their development and achievement across the programme.
14. The visitor team reviewed technology and simulated learning opportunities and the plans for skills weeks in considering Standard 2.7. Simulated learning hours are not counted within practice hours. UoB submitted the skills weeks content for the three years as evidence to ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately to support learning and assessment. The content is comprehensive and links to the clinical placement pathways. The arrangements will build students' confidence in placements and enhance their knowledge and skills. Approaches to learning and teaching seek to utilise and build knowledge year on year using a scaffolding approach. Students met during the visit were looking forward to engaging with the skills weeks to develop their skills prior to commencing practice, and the potential benefits of this were also recognised by practice learning partners.
15. The proposed modification is directly relevant to Standard 2.8 as it involves clearer communication of the arrangements for the equal balance of 50% theory and 50% practice learning hours in each academic year. UoB provided the new programme planner detailing the weeks of theory and practice for each cohort, and this information will be made clear to the students at the commencement of the programme through the programme guide. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory/practice balance detailed at each part of the programme and at the end point. Throughout the programme students will develop their knowledge and understanding, cognitive and thinking skills along with the practical, professional and midwifery-specific skills in line with appropriate module aims, descriptors and outcomes. The practice allocation model for the delivery of the programme clearly demonstrates the achievement of designated hours and, overall, the visitor team was assured that the theory/practice split is well designed and practical.
16. Standard 2.9 is not impacted by the proposals and therefore this standard is considered not applicable in the context of the proposed modification.
17. Based on the information made available, the visitor team considers that UoB has in place the appropriate arrangements for Standard 2: Curriculum to enable the applicable standards to be met.

Standard 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3.3 | Provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multiagency team working. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> |

| | | | | | |
|------|---|--------------------------|--------------------------|--------------------------|-------------------------------------|
| 3.7 | Provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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

Simulated learning hours are not counted within practice hours. The proposed modification does not impact on the arrangements for simulated learning hours beyond the potentially positive impact of simulation in skills weeks before blocks of practice time.

Findings

18. The visitor team considered a range of evidence relating to the BSc (Hons) Midwifery programme, including the placement pathways and the Practice Learning Handbook. The visitor team also gathered information through meetings at the visit with the programme development and senior management teams, representatives from practice learning partners and employers of midwives in the region, PSCs, and students.
19. In considering Standard 3.1, the visitor team focused on the pathway arrangements for practice learning opportunities. Practice learning opportunities are offered to students across relevant clinical environments and the revised curriculum provides a structured model of allocation of practice learning experiences with clear pathways given to reflect that students from a cohort or year will not always be placed in the same clinical area. The professional portfolio provides a structure for developing learners and contributing to overall skills so that proficiencies can be achieved in practice. Arrangements for the implementation of the pathways to ensure parity of experience for students were explored further through requests for additional evidence and during meetings at the visit. It was initially unclear if antenatal/ community settings were changeable between community and antenatal acute environments, which could have meant, for example, that different students had a different amount of community exposure throughout the programme possibly impacting on the ability to meet the proficiencies from Standards 3.3 and 3.4 for some students. Feedback at the visit provided further clarification that there was a distinct community clinical placement for each student, irrespective of the pathway, and that parity would therefore be offered between the pathways. During the visit, the programme team acknowledged the lack of clarity on the implementation of the pathway structure in the documentation in order to offer parity of practice learning opportunities to students. The visitor team therefore identified a **condition (C1)** for

Standard 3.1, which was supported by UoB's panel, for UoB to ensure that the documentation and arrangements for students on different pathways provide parity in the number of hours students complete in different clinical placement settings to enable them to meet the required proficiencies. The visitor team also identified a **recommendation (R2)** linked to Standard 2.6 and consideration of minimum threshold practice hours for students to progress from one year to another.

20. In considering Standards 3.2 to 3.4, the visitor team agreed that these standards were not impacted by the proposed modification and therefore not applicable in this context.
21. In reviewing Standard 3.5, the visitor team considered the New Plan of Theory and Practice. The new allocation shows a reasonable distribution across areas to enable students to gain the appropriate experience, with assurances given that there is parity for students on different pathways and sufficient exposure, particularly to community care, to enable antenatal community care to meet Standards 3.5.1 and 3.5.4 in particular outside of acute settings. The placement and structure of key 'skills weeks' across the programme is a particular strength in supporting students to meet Standard 3.5 and the sub standards within it. Skills weeks now contain a consistent suite of skills and are specifically placed immediately prior to placement blocks. At the visit, both students and practice learning partners commented positively on this. Students relayed that this would be useful in building both confidence and competence immediately prior to a placement block, allowing them to maximise placement experiences consolidating skills more quickly. Practice learning partners noted that the consistent structure and content of these weeks will enable practice supervisors to be better informed of the content students had already covered prior to placement, enabling them to better support skills development in practice. The visitor team therefore identified the consolidation of simulation into skills weeks before students go into practice which enables them to be more confident and competent, and for practice learning partners to better support them as an example of **good practice (GP1)**. This approach should optimise learning opportunities to support students in achieving their proficiencies and necessary practice episode records (PERs). UoB confirmed during the visit that any simulation would not be counted within practice learning hours and had a clear understanding of this. The remaining structures, practice assessment documentation and governance remain unchanged by the proposed modification.
22. In considering Standards 3.6 to 3.11, the visitor team agreed that these standards were not impacted by the proposed modification and therefore not applicable in this context.
23. Based on the information made available, the visitor team considers that UoB has in place the appropriate arrangements for Standard 3: Practice learning to enable the applicable standards to be met, subject to meeting Condition C1.

Standard 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4.3 | Ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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

24. The visitor team considered a range of evidence relating to the BSc (Hons) Midwifery programme, including mapping documents and module specifications. The visitor team also gathered information through meetings at the visit with the programme development and senior management teams, representatives from practice learning partners and employers of midwives in the region, PSCs, and students.
25. In considering Standards 4.1 and 4.2, the visitor team agreed that these standards were not impacted by the proposed modification and were therefore not applicable in this context.
26. In reviewing Standard 4.3, the visitor team considered the NMC's standards of proficiency and UoB's programme mapping documents. The programme specification includes involvement of PSCs throughout the programme, a scaffolding approach to teaching and unique contractual arrangements with varied acute and midwifery-led services across the region. NMC standards of proficiency are mapped against the modules and cover the five domains in detail.

27. In considering Standard 4.4, the visitor team agreed that this standard was not impacted by the proposed modification and therefore not applicable in this context.
28. The visitor team reviewed the revised module specifications in relation to Standard 4.5. The proposed modification to the modules includes a medicine calculation test in each year with a 100% pass rate required for the third-year examination.
29. In considering Standards 4.6 and 4.7, the visitor team agreed that these standards were not impacted by the proposed modification and therefore not applicable in this context.
30. Based on the information made available, the visitor team considers that UoB has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the applicable standards to be met.

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

Findings

31. Arrangements for the award of the qualification for the programme have not changed as a result of the modification and therefore this standard was not considered.

QAA2910 – R14815 – April 25

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