



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Pre-registration midwifery qualification leading to:

Pre-registration Midwifery

Pre-registration Midwifery - Short course

The University of Hull

June 2025

Contents

Key institutional and programme details	1
Executive summary	3
Conditions and recommendations	5
Conditions.....	5
Recommendations for enhancement.....	5
Statements of good practice.....	6
Response to conditions.....	6
Explanation of findings for Part 3	8
1: Selection, admission and progression.....	8
2: Curriculum	11
3: Practice learning	15
4: Supervision and assessment	20
5: Qualification to be awarded.....	23

Key institutional and programme details

Name and location of Approved Education Institution (AEI)/Education Institution (EI)	The University of Hull Cottingham Road Hull HU6 7RX				
AEI/EI Institution Identifier [UKPRN]	10007149				
Name and location of programme delivery partner(s) if not the AEI/EI noted above	N/A				
Name of new employer partners for apprenticeships	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 three-year programme leading to professional registration as a midwife	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"/>
Pre-registration Midwifery	MSc Midwifery three-year programme leading to professional registration as a midwife	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration Midwifery - Short course	MSc short programme in midwifery (for adult nurses) leading to professional registration as a midwife	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" 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	19 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	11 June 2025
Visitor team	Registrant Visitors: Mrs Rachael Hunt Ms Rose Jordan Lay Visitor: Ms Katie Akerman

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 the University of Hull's approval panel took place on 11 June 2025.

Context for the review

This major modification proposal has been developed in response to the ongoing evolution of the University of Hull's (UoH) Transforming Programmes (TP) curriculum design framework. As part of the UoH Transforming Programmes, all programmes are underpinned by a Competency-Based Education (CBE) approach. This shift marks a strategic move away from traditional learning outcomes toward the use of Programme Competencies, which replace both module and programme-level learning outcomes. The implementation of Programme Competencies ensures an explicit programme-level focus and supports the design of a curriculum that is authentically aligned to students' personal and professional futures.

The current midwifery programme is grounded in the principles of the Transforming Programmes framework; however, the dynamic nature of both the curriculum and external expectations has necessitated a series of strategic amendments. The change to competencies impacts the original programme learning outcomes and mapping to NMC Standards, necessitating a modification request. These proposed changes are also informed by continuous student feedback, internal evaluation processes, and insights derived from the National Student Survey (NSS), which have collectively highlighted specific areas where curriculum enhancements could significantly improve student satisfaction, experience, recruitment, and retention.

In the development of this new proposed programme UoH undertook consultation and sought feedback from representatives from practice learning partners (PLPs), current students and members of the UoH service users' group.

The visitor team met with a range of senior staff from the PLPs, current students on the BSc and MSc midwifery programme, and representatives from the UoH service users' group.

The **final recommendation** made by the visitor team to the NMC, following consideration of the UoH'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 the UoH'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	Update the module specifications to ensure that all NMC proficiencies are clearly and consistently recorded within the documentation. This is required to support alignment across programme materials and to ensure the ongoing sustainability and integrity of programme delivery.	Standards 2.3 and 4.3	NMC only	
Date for all conditions to be met to meet intended delivery date		30 June 2025		

Joint conditions relate to both NMC standards and the UoH'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	Review and strengthen communication with students regarding their understanding of programme-level competencies, including how these are integrated and developed across modules and assessed throughout the programme.	Standard 2.1	NMC only	
R2	Review and strengthen the integration of PSCs within the midwifery programme. This should include expanding the involvement of maternity PSCs to ensure a broader range of voices and experiences are represented, thereby enriching learning through diverse scenarios and perspectives.	Standard 2.4	NMC only	

R3	Review and further develop the mechanisms for managing case loading, incorporating systematic feedback from the student voice and experience. This review should ensure that the adopted model consistently supports students in achieving meaningful engagement with the continuity of care pathway, thereby enhancing both learning outcomes and the quality of practice learning experiences.	Standards 3.1, 3.4 and 3.9	NMC only	
R4	Review and enhance the support mechanisms and communication strategies provided to students and PLPs regarding the use and completion of the eMORA.	Standards 4.2 and 4.7	NMC only	
R5	Review of the module specifications and associated assessments for shared modules to ensure a clear and appropriate differentiation between the BSc and MSc levels.	Standard 4.4		AEI 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		

Response to conditions

The visitor team reviewed in full the response(s) and evidence from the UoH 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/EI conditions

Response to conditions		
No.	Condition details	Findings
C1	Update the module specifications to ensure that all NMC proficiencies are clearly and consistently recorded within the documentation. This is required to support alignment across programme materials and to ensure the ongoing sustainability and integrity of programme delivery.	In considering the response to the condition, the visitor team has reviewed the updated module specifications for all modules and confirms that the documentation clearly and consistently records the NMC proficiencies that are included and mapped to the individual modules. The visitor team therefore considers that for Condition C1, UoH has fully addressed the requirements of the condition and Standards 2.3 and 4.3 are met.

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 UoH'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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Inform the NMC of the name of the lead midwife for education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

1. The visitor team considered a range of evidence for this standard including the UoH midwifery admission process, programme handbooks and the Midwifery Ongoing Record of Achievement (MORA). The visitor team also met with key stakeholders including senior management representatives, the programme team, students, people who use services and carers (PSCs) and representatives from PLPs.
2. In considering Standards 1.1 and 1.2, the visitor team reviewed the lead midwife for education CV and supporting documents and can confirm that UoH has appointed an appropriately qualified and registered Lead Midwife for Education (LME), and that the NMC has been informed of the UoH LME. During the visit, the visitor team discussed and confirmed with the senior management representatives the process for appointing a new LME.
3. In considering Standard 1.3, the visitor team reviewed the programme specification and admissions process and can confirm that recognition of prior learning is not permitted for pre-registration midwifery programmes. Section C of the programme specification confirms that UoH facilitates accreditation of prior learning if gained on an NMC-approved midwifery programme, provided the content of that programme can be mapped against the programme transferred to without any omissions of required theory or practice. The visitor team discussed and confirmed with senior management representatives that recognition of prior learning is not permitted on the programme.
4. In considering Standard 1.4, the visitor team reviewed the programme specification and midwifery admissions process and confirmed that there are clearly defined admission criteria, robust screening procedures, and a structured interview process, including the use of Multiple Mini Interviews (MMIs). All applicants are required to complete an enhanced Disclosure and Barring Service (DBS) check, undergo occupational health screening, and provide satisfactory references as part of the admissions process.
5. In considering Standard 1.5, the visitor team reviewed the midwifery admissions process, midwifery person specification, applicant responsibilities and interview templates. The documentation clearly outlines the entry requirements for both the BSc (Hons) and MSc Midwifery programmes. During the application and interview process, candidates are expected to show a clear understanding of the role and scope of the midwife and demonstrate alignment with the professional values set out in the NMC Code. Interviews are structured to assess applicants' ability to reflect on their previous experiences in relation to the Code and NHS core values. Applicants

must hold a minimum of GCSE Grade C/Grade 4 or equivalent in both English and Mathematics at the point of entry. Literacy and numeracy skills are assessed during the interview process to ensure applicants meet the required standards. For the BSc (Hons) Midwifery programme, applicants must demonstrate successful study at Level 3. Applicants to the MSc Midwifery programme must demonstrate successful completion of study at Level 6. Prior to entry, candidates engage with digital platforms as part of the admissions process, aligning with the programme's emphasis on digital literacy. Students are expected to use technology and digital media confidently and competently to meet the evolving demands of the healthcare environment.

6. In considering Standard 1.6, the visitor team reviewed the Practice Assessment Record and Evaluation (PARE) audit tool, module specifications and the MORA. Evidence confirms that students are supported in developing essential numeracy, literacy, and digital/technological skills throughout the programme. These skills are embedded within the curriculum and are formally assessed through summative assessments in each year of study. Module descriptors, such as those for Universal Skills for Midwifery, demonstrate a clear alignment between assessment strategies and the development of these core competencies.
7. In considering Standard 1.7, the visitor team reviewed the programme handbook, UoH admissions policy and the faculty admission guidance. The panel confirms that applicants to both the BSc (Hons) and MSc Midwifery programmes are subject to robust procedures to ensure their good health and character at the point of entry. This is verified through a satisfactory interview process, a medical assessment, an enhanced DBS check, academic suitability review, the provision of appropriate references, and consideration of their potential to meet the required clinical skills during placements.
8. In considering Standard 1.8, the visitor team reviewed the programme handbook, health and character form and the applicant responsibilities document. These documents clearly articulate the students' responsibility to complete an annual declaration of good health and good character. They also outline the requirement for students to notify the Programme Director immediately of any changes to their health status or criminal record. The programme handbook confirms the Programme Director's responsibility for overseeing and monitoring the timely submission of these annual declarations.
9. In considering Standard 1.9, the visitor team reviewed the programme handbook and the health and character form. These documents clearly state that the LME will provide confirmation of each student's health and character upon successful completion of the programme. This confirmation is informed by the student's self-declaration and corroborated by practice assessors (PAs) and academic assessors (AAs), as recorded in the eMORA.
10. In considering Standard 1.10, the visitor team reviewed the programme handbook, UoH admissions policy and the Curriculum Enhancement BSc and MSc Midwifery document. The documentation for the MSc Short course clearly states that candidates applying for the programme will be required to have current NMC registration as a first level (adult) nurse. The admissions department is responsible for checking admission requirements for all programmes.
11. Based on the information made available, the visitor team considers that the UoH 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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

The BSc and MSc are three years in duration and have a balance of 50/50 theory and practice learning. There is a total of 4,725 hours of scheduled activity - 2,362.5 theory hours and 2,362.5 practice hours across the programmes.

The MSc short course is scheduled for 45 weeks of both theory and practice across the two years of the programme. Each week of programme activity is scheduled to 40 hours, a total of 3,600 hours - 1,800 theory hours and 1,800 practice hours.

Findings

12. The visitor team considered a range of evidence for this standard including midwifery competence mapping, lived experienced annual report, programme handbooks and module specification. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, the current programme external examiner, PSCs and representatives from PLPs.
13. In considering Standard 2.1, the visitor team noted that UoH had not provided any updated information as the standard had not changed because of the modification. As a result, no evidence was reviewed for this standard. During the visit, the senior management representatives confirmed that the UoH was still able to meet the Standards framework for nursing and midwifery education. The student to staff ratio was reported as 11:4 with 8.6 FTE members of the programme team, who are supported to maintain their registration with the NMC, and a recent appointment of an LME. The programme team outlined how it had listened to student feedback on the current curriculum regarding over-assessment, confusion of where learning fitted in relation to modules, and the burden of assessment following annual leave. UoH has responded to this via the proposed curriculum and academic calendar. The visitor team noted that the proposed curriculum had been planned to streamline teaching and assessment, and blocks planned considering the needs of the students. During the visit students reported being aware of the changes to the modules and having had the opportunity to comment on the proposed curriculum. They were positive about the proposed changes regarding module structure and assessment. They were, however, unaware of the midwifery programme competencies and how these would underpin the module learning. It is **recommended (R1)** that the programme team review and strengthen communication with students regarding their understanding of programme level competencies, including how these are integrated and developed across modules and assessed throughout the programme.
14. In considering Standard 2.2, the visitor team noted that UoH had not provided any updated information as the standard had not changed because of the modification. As a result, no evidence was reviewed for this standard. During the visit, the programme team, senior management representatives and representatives from PLPs raised no concerns about the processes surrounding the Standards for student supervision and assessment (SSSA) within practice learning. The visitor team noted that the student handbook refers to the role of PSs and PAs in the supervision and assessment within practice.
15. In considering Standard 2.3, the visitor team reviewed the midwifery competence mapping, module specifications and student handbook. The visitor team identified that the proposed programme showed a shift from module to programme competencies, which have been mapped to the Standards of Proficiency (SoP) for midwives. This was demonstrated via a mapping document demonstrating how the

programme competencies would achieve the SoP. The UoH programme level competency document was provided and further explained by the programme team to provide context and explanation of how the spiral curriculum would support student development throughout the programme. The standards were also reflected via a mapping document which demonstrated where the SoP would be taught within each module. This was triangulated with the module indicative content sections of the module specifications. The module indicative content for the most part included explicit topics and skills which matched with the SoP for midwives. However, some of the standards were not explicitly listed within the module indicative content sections of the specifications. This was discussed with the programme team during the visit, who explained that some were left open to allow flexibility of teaching. The visitor team identified this as inconsistently applied across modules, and missing elements from the SoP included some broad topics and some specific skills leading to **condition (C1)** for the programme team to update the module specifications to ensure that all NMC SoP for midwives are clearly and consistently recorded within the module documentation. This is required to support alignment across programme materials and to ensure the ongoing sustainability and integrity of programme delivery.

16. In considering Standard 2.4, the visitor team reviewed the Lived Experience Group Implementation Plan (2022-2023) and the lived experience annual report and found evidence of PSC involvement in the development of the proposed programme. During the visit, the visitor team met with a PSC representative who described her active role in the admissions interview panels and in teaching sessions. Students met during the visit spoke positively about her contributions, indicating they found her input both meaningful and impactful to their learning experience. The lead for PSC involvement outlined the process by which midwifery staff can request PSC participation in teaching and programme activities. This aligned with the evidence provided by the UoH, including an actions log that referenced plans to develop online PSC profiles for inclusion on student-facing platforms such as Canvas. The lead also discussed this initiative with the visitor team during the visit. The panel confirms that PSC involvement is evident within the programme. However, it is **recommended (R2)** that the programme team review and strengthen the integration of PSCs within the midwifery programme. This should include expanding the involvement of maternity PSCs to ensure a broader range of voices and experiences are represented, thereby enriching learning through diverse scenarios and perspectives.
17. Standard 2.5 is out of scope for this modification review.
18. In considering Standard 2.6, the visitor team reviewed the module specifications and student handbooks and confirms that the proposed programme is designed to ensure students gain comprehensive exposure to a broad range of midwifery practice. The curriculum clearly includes content on anatomy and physiology, universal midwifery care and associated skills, pathophysiology, and the management of complex and emergency situations. Evidence within the module specifications indicates that students will engage with the professional, legal, and ethical dimensions of contemporary midwifery practice, alongside the development of essential academic skills required to succeed at both undergraduate and postgraduate levels. The spiral structure of the curriculum is designed to enable progressive development, allowing students to build on their knowledge and skills over time, with a clear emphasis on preparing for professional practice in the final year of the programmes.
19. In considering Standard 2.7, the visitor team reviewed module specifications, student handbooks and the eMORA. The visitor team noted that the eMORA is in use and supports the development of students' digital literacy skills. The opportunity to

practise infrequently occurring practice scenarios such as breech birth is specifically provided within the module specification forms. Student learning includes the use of digital platforms such as 'K2' fetal monitoring packages and safeMedicate© to enhance learning. During the visit, the programme team confirmed the use of technology and simulated learning and discussed how assessment approaches, including Objective Structured Clinical Examinations, was designed to be authentic and mirror clinical practice. This is reflected in the module specification and confirmed in discussions with the current programme external examiner at the visit, who praised the assessment design within the programme.

20. In considering Standard 2.8, the visitor team reviewed the module specifications and the proposed academic calendar; the documented evidence provided by the academic calendar shows an equal balance of 50% theory and 50% practice learning and the range of teaching and learning strategies was noted in the module specifications. The BSc and MSc three-year programmes are scheduled for 63 weeks of both theory and practice across the programme. Each week of programme activity is scheduled to 37.5 hours, a total of 4,725 hours - 2,362.5 theory hours and 2,362.5 practice hours. The MSc short course is scheduled for 45 weeks of both theory and practice across the two years of the programme. Each week of programme activity is scheduled to 40 hours, a total of 3,600 hours - 1,800 theory hours and 1,800 practice hours. During the visit, the visitor team discussed and confirmed the programme structure and hours with the programme team and received clarification on how the programme team manages the additional 2.5 hours per week of scheduled activity for the short course students - this additional time is recorded on student timesheets. The theoretical reflective hours are self-declared and the practice learning reflective hours are documented in the eMORA and discussed with PAs
21. In considering Standard 2.9, the visitor team reviewed the module specifications and the proposed academic calendar. The evidence demonstrates a clear allocation of hours to both theory and practice across the programme pathways. Students enrolled on the three-year BSc and MSc midwifery programmes undertake a 37.5-hour week. Theoretical learning comprises lectures, skills sessions, and self-directed study. During practice learning experience, students complete 35 clinical hours per week and are allocated 2.5 hours per week for reflective learning. This reflective time is recorded on student timesheets, activity is documented in the eMORA and discussed with PAs. Students on the two-year shortened MSc programme follow a 40-hour week, for both theory and practice elements of the programme. Theoretical learning mirrors that of the three-year programmes, including lectures, skills training, and self-directed study. These students are co-taught with the three-year cohorts for all but one module. To meet the increased theoretical requirements of the shortened route, students self-declare an additional 2.5 hours of study time per week to the UoH's professional services team, which monitors compliance. During practice learning experience, students on the shortened MSc programme complete 37.5 clinical hours per week and are also allocated 2.5 hours of reflective learning time. This is recorded on placement timesheets. Students are required to demonstrate their reflective activity within the eMORA and discuss this with their PA. During the visit, the programme team confirmed that the allocation, monitoring, and review of the 2.5 hours reflective learning time are undertaken in line with SSSA requirements.
22. Based on the information made available, the visitor team considers that the UoH has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met subject to meeting **condition (C1)**.

: 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 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 and simulated learning hours

The proposed academic calendar for the midwifery programme outlines a structured placement schedule across the programme.

Students on the BSc and MSc will complete 19 weeks of placement in year one, followed by 23 weeks in year two and 21 weeks in year three. Collectively, this equates to a total of 2,362.5 hours of placement experience.

Students on the MSc short course complete 21 weeks of placement in year one, and 24 weeks of placement in year two. Collectively, this equates to a total of 1,800 hours of placement experience.

Findings

23. The visitor team considered a range of evidence for this standard including the proposed academic calendar, UoH placement charter, eMORA context document, programme handbooks and module specification. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from PLPs.
24. In considering Standard 3.1, the visitor team reviewed the programme handbook and the typical student allocation template and confirms that the evidence demonstrates that a range of practice learning opportunities are supported for all elements of the programme. Non-midwifery placements are supported, along with opportunities for continuity of care. The eMORA is used to support development and achievement of proficiencies. During the visit, the visitor team discussed and confirmed with the representatives from PLPs the range of placement experiences and opportunities available to students. The visitor team **recommends (R3)** that the programme team review and further develop the mechanisms for managing case loading, incorporating systematic feedback from the student voice and experience. This review should ensure that the adopted model consistently supports students in achieving meaningful engagement with the continuity of care pathway, thereby enhancing both learning outcomes and the quality of practice learning experiences.

25. In considering Standard 3.2, the visitor team reviewed the proposed academic calendar and the eMORA context document. The eMORA context document evidences a range of proficiencies to be achieved including systematic examination of the newborn, breastfeeding assessments and Medicines for Midwifery Practice module. The proposed academic calendar indicates where practice placements feature within the academic year. This was discussed at the visit with representatives from PLPs who confirmed that students experience the role and scope of the midwife in appropriate practice settings.
26. In considering Standard 3.3, the visitor team reviewed the programme handbook and the typical student allocation template and confirms the documentation demonstrates a range of practice learning opportunities where there is likely to be considerable opportunity for interdisciplinary and multiagency team working. This was confirmed by the visitor team as being operational in practice through discussions with representatives from PLPs.
27. In considering Standard 3.4, the visitor team reviewed the continuity of care student presentation and the eMORA context document and confirms that the evidence demonstrates students are provided with continuity of care learning opportunities through case holding. During the visit, the programme team described case holding as a well-established element of the programme, having been implemented successfully over a number of years. The programme team also outlined appropriate contingency measures in place for instances where students were unable to facilitate the required number of appointments for their continuity of care assessments. However, during discussions with students, the visitor team identified inconsistencies in the information provided to students regarding case holding, as well as gaps in communication about its management. It was also evident that some students did not fully recognise the value of the case holding experience, indicating a need for clearer guidance and better engagement in this area. The visitor team **recommends (R3)** that the programme team review and further develop the mechanisms for managing case loading, incorporating systematic feedback from the student voice and experience. This review should ensure that the adopted model consistently supports students in achieving meaningful engagement with the continuity of care pathway, thereby enhancing both learning outcomes and the quality of practice learning experiences.
28. In considering Standard 3.5, the visitor team noted that UoH had not provided any updated information as the standard had not changed because of the modification. As a result, no evidence was reviewed for this standard. The visitor team, however, reviewed the midwifery placement plan, the elective placement presentation and the UoH placement charter. The visitor team confirms that the UoH provides access to a range of practice placement settings across a geographical area, serving a diverse population and client group. This ensures that students are able to gain the breadth of experience required to meet the sub-standards of this domain. Students are supported during their practice learning experiences by a Practice Learning Facilitator (PLF), with additional oversight from the UoH placement learning team. The placement learning team gathers data from final-year students about the numbers of Practice Episode Records (PERs)/births to inform placement allocation. Furthermore, students receive support from placement providers in relation to case loading for intrapartum care, and some students opt to be on-call to further enhance their learning opportunities.
29. In considering Standard 3.6, the visitor team reviewed the midwifery placement plan, the elective placement presentation and proposed academic calendar. The visitor team noted that the academic calendar demonstrates that all students are provided

with a two-week elective placement opportunity in the final year of their programme to gain experience of leadership and team working in different providers. This structure ensures that students can gain exposure to a wider range of healthcare providers and contexts. For those who do not self-select an appropriate elective placement in an alternative provider, the UoH placements team allocates an appropriate alternative provider, thereby guaranteeing equitable access to this learning opportunity to meet the requirements for standard 3.6.

30. The elective placement model is designed to extend students' learning by enabling observation of clinical care in varied settings, fostering broader understanding of different healthcare systems, and strengthening appreciation of the diverse populations that midwives support. Importantly, students are advised, where elective placements are undertaken within NHS settings in England that utilise the SSSA model of supervision, these will contribute towards the required practice hours for the programme. However, elective placements in settings not employing the SSSA model will not count towards practice hours, and students will be required to make up these hours and experiences at a later stage in the programme.
31. In considering Standard 3.7, the visitor team noted that UoH had not provided any updated information as the standard had not changed because of the modification. As a result, no evidence was reviewed for this standard. However, the visitor team noted from evidence provided within previous standards that UoH provides students with learning opportunities via a range of practice placement settings across a geographical area, serving a diverse population and client group. This is evidenced in the midwifery placement plan and UoH placement charter.
32. In considering Standard 3.8, the visitor team reviewed the module specifications and confirms that students have opportunities for learning with physical, psychological, social, cultural and spiritual factors, in particular within the Additional Skills for Midwifery Skills for Proficient Practice module.
33. In considering Standard 3.9, the visitor team reviewed the requests for extensions and additional consideration process and the Code of Practice. The UoH Support Team offers dedicated guidance and advice to students with a range of neurodivergent conditions. Students who disclose additional needs are actively encouraged to engage in discussions with their PS and PA to identify and implement reasonable adjustments. This support is further underpinned by occupational health assessments, which inform tailored recommendations to ensure students' individual needs are appropriately met. During discussions with students, the visitor team noted concerns regarding the management of caseloads. Students reported challenges in balancing caseload responsibilities alongside other placement, academic, and personal commitments, indicating a need for further review of workload expectations and support mechanisms in practice learning environments. As under Standards 3.1 and 3.4, the visitor team **recommends (R3)** that the programme team review and further develop the mechanisms for managing case loading, incorporating systematic feedback from the student voice and experience. This review should ensure that the adopted model consistently supports students in achieving meaningful engagement with the continuity of care pathway, thereby enhancing both learning outcomes and the quality of Practice Learning Experiences.
34. In considering Standard 3.10, the visitor team reviewed the guidance for Nursing and Midwifery Practice placement working hours and the Placement Areas for BSc and MSc Midwifery programmes. The visitor team confirms the evidence that students are required to participate in 24-hour, seven days a week care of patients/clients. This will include early, late, night and weekend shifts.

35. In considering Standard 3.11, the visitor team reviewed the midwifery practice education handbook and the programme handbooks. The visitor team confirmed that the programme documentation clearly states that students will maintain supernumerary status throughout their placement learning experiences. Additionally, the programme handbook provides clear guidance to students, advising that should they feel their supernumerary status is not being upheld at any point during their placement, they are expected to report this to the Practice Learning Facilitator and their AA.
36. Based on the information made available, the visitor team considers that the UoH 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 checked="" type="checkbox"/>	<input 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

37. The visitor team considered a range of evidence for this standard including eMORA context document, UoH placement charter, programme handbooks, module specification and the competency mapping. The visitor team also met with key stakeholders including senior management representatives, the programme team, the current programme external examiner and representatives from PLPs.
38. In considering Standard 4.1, the visitor team noted that UoH had not provided any updated information as the standard had not changed because of the modification. As a result, no evidence was reviewed for this standard. During the visit, the senior management representatives confirmed that the UoH was still able to meet the Standards framework for nursing and midwifery education.
39. In considering Standard 4.2, the visitor team noted that UoH had not provided any updated information as the standard had not changed because of the modification. As a result, no evidence was reviewed for this standard. During the visit, the programme team, senior management representatives and representatives from PLPs raised no concerns about the processes surrounding SSSA within practice learning. Representatives from PLPs commented on the training and support on using and navigating the eMORA. This was confirmed by the students during the

visit, who were aware of issues facing their PA and PS accessing the eMORA, which was causing delays in getting elements signed off. The visitor team **recommends (R4)** that UoH review and enhance the support mechanisms and communication strategies provided to students and PLPs regarding the use and completion of the eMORA.

40. In considering Standard 4.3, the visitor team reviewed the module specifications and the SoP mapping. The proposed new programme involves an updated module format to streamline learning and assessment for students. The assessment methods vary across the modules as per the module specification documents and are appropriate for the students to demonstrate they have met the programme competencies and the Standards of proficiency. The programme team confirmed during the visit that students would be assessed using marking rubrics for transparency and consistency of marking. The proposed curriculum includes programme competencies which span the three years, using a levelled competency approach to differentiate across the academic levels. As for Standard 2.3, the visitor team considers that the programme team should update the module specifications to ensure that all NMC SoP for midwives are clearly and consistently recorded within the module documentation, applying **condition (C1)**. This is required to support alignment across programme materials and to ensure the ongoing sustainability and integrity of programme delivery.
41. In considering Standard 4.4, the visitor team reviewed the module specifications and confirms that these documents describe how students receive formative academic feedback through supervision, workshops and discussion boards. Feedback on summative work was praised by the external examiner during the visit and described as exemplary, specifically regarding the use of rubrics. Representatives from the PLPs confirmed during the visit that PSs upload feedback to the eMORA on students' performance in practice. During the visit, students reported a difference in feedback between the BSc and MSc, with MSc students hoping for more feedback on how they can meet the higher level requirements for their academic work. The UoH panel **recommends (R5)** that the programme team review the module specifications and associated assessments for shared modules to ensure a clear and appropriate differentiation between the BSc and MSc levels.
42. In considering Standard 4.5, the visitor team reviewed the module specifications and confirms that students engage with numeracy and medicines calculations through the safeMedicate© software package throughout each year of the programme. In the final year, as part of the Practice 3 module, students are required to achieve 100% in the safeMedicate© assessment to successfully meet the learning outcomes.
43. In considering Standard 4.6, the visitor team reviewed the module specifications and eMORA context document. The module specifications confirm the summative end point assessment in the eMORA is completed by the PA, using the holistic performance descriptors. This, and a medicines management assessment ensures proficiency throughout each stage of the programme in relation to professional practice.
44. In considering Standard 4.7, the visitor team reviewed the eMORA context document and the eMORA supervisor assessor guide and confirms the ongoing record of achievement is embedded within the MORA document. Students are supported to complete proficiencies within their eMORA, building on this throughout their programme. Students raised concerns about the use of the eMORA and PebblePad, and some difficulty in 'getting things signed off' by the PS in relation to proficiencies. The student feedback focused on technical problems as well as 'getting hold' of

people. The visitor team **recommends (R4)** that UoH review and enhance the support mechanisms and communication strategies provided to students and PLPs regarding the use and completion of the eMORA.

45. Based on the information made available, the visitor team considers that the UoH has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met subject to meeting **condition (C1)**.

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

46. The visitor team considered a range of evidence for this standard including the Curriculum Enhancement document and the programme handbooks. The visitor team also met with key stakeholders including senior management representatives, the programme team, and representatives from PLPs.
47. In considering Standard 5.1, the visitor team reviewed the Curriculum Enhancement document and confirms the document clearly states the minimum award for a pre-registration midwifery programme is a bachelor's degree.
48. In considering Standard 5.2, the visitor team reviewed the programme handbooks, and confirms these documents clearly state that students must register with the NMC within five years of successfully completing the programme. It also informs students that failure to do so means that additional education and training will have to be undertaken for the awards to be added to the student's registration.
49. Based on the information made available, the visitor team considers that the UoH has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

QAA2990 – R14881 – August 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