



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Pre-registration Midwifery qualification leading to:

Pre-registration Midwifery

University of Derby

March 2025

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	University of Derby School of Nursing and Midwifery Kedleston Road Derby DE22 1GB				
AEI Institution Identifier [UKPRN]	<u>10007851</u>				
Name and location of academic delivery partner(s) if not the AEI noted above	N/A				
Name of employer partners for apprenticeships	Maternity services at University Hospitals of Derby and Burton Maternity Services at Chesterfield Royal Hospital Maternity services at Nottingham University Hospitals				
Approval type	Major modification				
Name of programme					
NMC Programme Title	AEI Programme Title (in full)	Academic level	Apprenticeship	Full-time	Part-time
Pre-registration Midwifery	BSc (Hons) Midwifery	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration Midwifery	BSc (Hons) Midwifery Apprenticeship	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interim awards available There are no interim awards for this qualification that lead to NMC registration					
Proposed programme start date	8 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 March 2025				
Visitor team	Registrant Visitors: Dr Angela Poat and Mrs Sheryl Grace Thomas Lay Visitor: Ms Janet Faulkner				

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) programme approval panel. All evidence submitted by the AEI is reviewed by the visitors.

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

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

The conjoint visit with the AEI approval panel took place on 11 March 2025.

Context for the review

The University of Derby's (UoD) decision to introduce this development is in direct response to an Office for Students (OfS) award to develop apprenticeship provision and proposes to add the BSc Midwifery Apprenticeship route to the approved BSc Midwifery programme, the content of which remains applicable. Additional narrative has been provided as an update to demonstrate how the University will meet this standard in relation to the BSc Midwifery Apprenticeship request and supplementary evidence has been provided either as an update to existing evidence or specifically in relation to the apprenticeship route. UoD is working with an existing employer reference group who are supportive of the development. Midwifery is identified as a key area for growth in the NHS Long Term Workforce Plan.

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

Conditions and recommendations

The **provisional judgement** (following the visit and prior to the consideration of the AEI 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	Remove reference to RPL in the Skills Scan document (or include a reference that explicitly states that it does not apply to the Midwifery apprenticeship).	1.3	Joint	
C2	Clearly articulate in section 8 (Admissions criteria) that the GCSE Maths & English requirement is in addition to Level 3 qualifications.	1.5	Joint	
C3	Clearly demonstrate and articulate the 50/50 split in the programme (minimum of 2,300 hours in practice and 2,300 hours of theory) and the additional 130 hours that may be required in practice (for example to meet trust/employer training requirements) in the documentation.	2.8, 2.9	Joint	
C4	Clearly articulate the process for NMC registration; on completion of the programme the apprentice is eligible to apply for registration within five years (it is not automatic).	5.2	Joint	
C5	Address the technical amendments that emerged throughout the approval process (see Checklist for details): <ul style="list-style-type: none"> Respond to, and amend accordingly, Programme and Curriculum Management queries. In the reflection document add a section specifically to ask what new learning has occurred towards the KSBs of the Apprentice standard. Amend the programme structure matrix to correctly reflect that there is no compensation between assessments, add 			AEI

	planning code, as well as updating the grading scale. <ul style="list-style-type: none"> Remove reference to RPL in the Skills Scan (or include a reference that explicitly states that it does not apply to the Midwifery apprenticeship). On the TPR meetings document 3rd year does not have any TPRs recorded. The Level 5 module 'Developing the Professional Midwife' lists the assessment as both 100% weighted and P/F - the programme structure matrix suggests that it is weighted and therefore graded so will require correction. 			
Date for all conditions to be met to meet intended delivery date		8 April 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	Monitor and review student outcomes and degree attainment over time and evaluate the effect of the programme assessment strategy and contributing modules/marks on the proportion of good honours degrees awarded, comparing outcomes with other cognate programmes.			AEI
R2	Enhance the statutory role of Lead Midwife for Education, who is responsible for all Midwifery programmes, in the documentation.	1.2	NMC	
R3	Review the consistency and parity of assessment weighting and volume of assessment relative to module credit value and level, clearly articulating the length of exams and including word counts for all coursework.			AEI
R4	Streamline the document to be a more succinct and concise document, for example remove individual module overviews:			AEI

	<ul style="list-style-type: none"> • Update any grammar or typographical errors; remove reference to APL/RPL and any old terminology, such as in Section 5, Learning & Teaching (L&T); remove outdated reference to L&T Strategy (2016-20); text on 'inclusive by design' and 'research and innovation led' should refer to the Curriculum Development Framework rather than the Learning, Teaching & Assessment Framework; the Personal Academic Tutor policy has also relatively recently been updated. • Ensure that the language is consistent with and aligns with the NMC Midwifery standards. • Addition of apprenticeship standard reference number in the external reference points section (ST0948). • Ensure that End Point Assessment terminology is clearly and correctly included (please provide a hyper link to assessment plan). • Reference International Confederation of Midwives global standards for midwifery education. • Include pattern of delivery in the structure diagram so that the sequencing of modules across the academic year is shown. • Include the Tripartite 3-year overview. • Amend reference to apprentices' work going to 'academic board' this should be the assessment board. • There is conflicting terminology throughout the documents, apprentice, student, apprentice student, learner. Please use one term, as this could be confusing to apprentices. • Module status (core) is missing from the structure diagram. • Provide indicative semesters for module delivery for an example of apprentices' study journey. 			
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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 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.

Response to NMC and Joint NMC/AEI conditions

Response to conditions		
No.	Condition details	Findings
C1	Remove reference to RPL in the Skills Scan document (or include a reference that explicitly states that it does not apply to the Midwifery apprenticeship).	<p>The Skills Scan has now had all references to RPL removed.</p> <p>The visitor team therefore considers that for Condition C1, the UoD has fully addressed the requirements of the condition and Standard 1.3 is met.</p>
C2	Clearly articulate in section 8 (Admissions criteria) that the GCSE Maths & English requirement is in addition to Level 3 qualifications.	<p>The programme specification has been amended and now admissions is section 7 and after the GCSE information, the following has been added 'This is in addition to Level 3 qualifications'.</p> <p>The visitor team therefore considers that for Condition C2, the UoD has fully addressed the requirements of the condition and Standard 1.5 is met.</p>
C3	Clearly demonstrate and articulate the 50/50 split in the programme (minimum of 2,300 hours in practice and 2,300 hours of theory) and the additional 130 hours that may be required in practice (for example to meet trust/employer training requirements) in the documentation.	<p>The revised BSc Midwifery Apprenticeship programme specification and programme handbook have clarified the number of hours that are undertaken in theory and practice learning across the three years: 2,437.5 hours of theory and 2,437.5 hours of practice-based learning. This demonstrates a 50:50 split between theory and practice-based learning as required by the NMC Standard (2.8) and exceeds the required 2,300 hours in each category. The revised programme specification clearly states that apprentices will complete 65 weeks of practice learning and 65 weeks of theory both at 37.5 hours</p> <p>There is also clarity regarding the additional 130 hours which is used for employer-specific training, which is outside the programme hours, and can be theory or practice learning.</p> <p>The visitor team therefore considers that for Condition C3, the UoD has fully addressed the requirements of the condition and Standards 2.8 and 2.9 have been met.</p>

C4	Clearly articulate the process for NMC registration; on completion of the programme the apprentice is eligible to apply for registration within five years (it is not automatic).	The programme specification has been amended in a number of places to state that on successful completion of the programme apprentices are eligible to apply for registration. These include Section 2: Overview page 7, page 9; Section 9: Employability page 46; and Section 10: Post Apprenticeship Opportunities page 47. These sections do not make reference to the five-year time limit. However, Section 6: Assessment page 29 states that apprentices need to apply within five years of successful completion of the programme. The visitor team therefore considers that for Condition C4, the UoD has fully addressed the requirements of the condition and Standard 5.2 is met.
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Response to AEI/EI only conditions

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

Response to AEI/EI only conditions		
No.	Condition details	Findings
C5	<p>Address the technical amendments that emerged throughout the approval process (see Checklist for details):</p> <p>Respond to, and amend accordingly, Programme and Curriculum Management queries. In the reflection document add a section specifically to ask what new learning has occurred towards the KSBs of the Apprentice standard. Amend the programme structure matrix to correctly reflect that there is no compensation between assessments, add planning code, as well as updating the grading scale. Remove reference to RPL in the Skills Scan (or include a reference that explicitly states that it does not apply to the Midwifery apprenticeship).</p>	<p>The Chair of the con-joint panel confirmed by email (dated 23 May 2025) that all internal conditions, as noted in the minutes of the visit, have been met and documentary evidence has been provided of the responses to the specific conditions.</p> <p>The visitor team considers that for Condition C5, the UoD has fully addressed the requirements of the condition and therefore Condition 5 is met.</p>

	<p>On the TPR meetings document 3rd year does not have any TPRs recorded.</p> <p>The Level 5 module 'Developing the Professional Midwife' lists the assessment as both 100% weighted and P/F – the programme structure matrix suggests that it is weighted and therefore graded, please correct.</p>	
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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 the AEI 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.4	Ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education.	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 including programme and module specifications, standardised interview question sheets, application process outline and skills questionnaires and the Student Learner Agreement.
2. In relation to Standards 1.1. and 1.2, the visitor team saw evidence of the recent appointment by the University of Derby (UoD) of a new lead midwife for education (LME). A review of the CV of the new LME found them to be appropriately qualified and experienced for this position. The visitor team also saw evidence of the notification to the NMC of this appointment and through a check on the NMC website. Minutes of Midwifery Apprenticeship meetings and the Curriculum Modification Proposal Form demonstrated the LME's involvement in the development of the apprenticeship. The UoD description of the role of the LME described how that role is embedded in the quality and enhancement processes of all aspects of the course with an expectation of engagement with both external and internal stakeholders and through regular monthly meetings with the Head of Discipline and as a co-opted member of the College Quality Assurance and Enhancement Committee. The approval panel made a recommendation that the role of the LME should be enhanced in the documentation to reflect the position more accurately. The visitor team concluded that the role of LME, their appointment and the working arrangements are appropriate but made a **recommendation (R2)** that UoD should clearly articulate and enhance the statutory role of Lead Midwife for Education, who is responsible for all Midwifery programmes, in the documentation.
3. In relation to Standard 1.3, the programme specification clearly states that recognition of prior learning (RPL) is not permitted. There was however confusion because the Skills Scan refers to being able to claim RPL. Senior Leaders and development team members the visitor team met, and further information provided, confirmed that RPL is not permitted, and that the Skills Scan is a standard document whose primary use is as a diagnostic undertaken as part of the onboarding prior to the start of the programme. The visitor team was confident that RPL was not permitted on this programme but the panel applied a **condition (C1)** that the UoD should remove reference to RPL in the Skills Scan document.
4. In relation to Standard 1.4, the programme specification for the BSc (Hons) Midwifery Apprenticeship clearly states that the selection, admission and progression comply

with the NMC standards. There is a clear and detailed process for admissions which involves UoD, the employer, people who use services and carers (PSCs) or students in the process. PSCs the visitor team met confirmed that they were involved in interviews. UoD also has an apprenticeship hub which ensures compliance with apprenticeship standards. At the visit the visitor team confirmed that the selection of applicants onto the programme is performed conjointly with employer partners to ensure appropriate selection of candidates for the programme. All decisions on selection are made in partnership. The visitor team, therefore, feels that the processes for selection, application and progression comply with Standard 1.4.

5. With regard to Standard 1.5, the visitor team considered documentation including programme specification, the admissions process and related documentation and the Skills Scan. The admissions section of the programme specification informs candidates of a values-based interview process which assesses their values in accordance with the NMC Code, and there is a detailed application process which outlines the steps in the process and the timescales. The programme specification contains a list of entry criteria including apprenticeship-specific requirements. A **condition (C2)** was specified that the entry criteria were amended to ensure that it was clear that the requirement for GCSE English, Maths and Science was an addition to Level 3 qualifications and not a replacement. Candidates apply using the online form and those who meet the entry criteria are invited to a values-based interview. A standard set of interview questions with marking schemes for each question are used for all candidates selected. The questions cover awareness of the role, knowledge of the code and values, and the capability to learn behaviours in accordance with the Code.
6. In relation to Standards 1.5.1 to 1.5.8, the admissions process document states that all selected candidates must complete the Basic and Key Skills Builder (BKSB) assessments for numeracy and literacy. The Development Team and Senior Leadership team explained that this relates to the apprenticeship requirements, and was used to identify areas for development for individual students. They also confirmed that there was no specific assessment of digital capabilities other than completion of the online elements of the application process. The visitor team agreed that this did demonstrate a capability to develop digital and technological literacy skills as the process required the candidate to complete multiple online tasks. The visitor team is confident that the selection and interview process ensures that Standards 1.5.1 to 1.5.8 are met.
7. In consideration of Standard 1.6, there is evidence in the programme specification and module documents of support for students in their continuous development and assessment of numeracy, literacy and digital and technology literacy. The programme specification refers to scaffolding personal development and skills, and module specifications provide development in the form of drug calculations and nomenclature of drugs. Students the visitor team met were able to elaborate on how they had been supported to develop these skills and referred to online toolkits. The programme documentation and discussion with staff and students confirm that students are well supported to develop their abilities and therefore the programme meets Standard 1.6.
8. With regard to Standard 1.7, the employer conducts both DBS and Occupational Health assessments prior to the student commencing the programme. Students sign a Student Learning Agreement, which clearly states that students must notify of any civil law case or criminal conviction. The Student Learning Agreement, signed annually, requires the student to acknowledge that they will be asked to declare good health and character to UoD on commencement, at each part of the

programme and at the point of completion. The programme specification informs students that it is their responsibility to inform UoD of any changes to their DBS, health, and/or character as soon as possible. In this event the student will be referred to their Programme Leader or nominee for investigation in line with the University's Conduct and Professional Suitability Procedure. Students confirmed that they signed the declaration at the start of each academic year and that they knew how to report a change in circumstances during the academic year. The visitor team considers that UoD meets Standards 1.7 and 1.8 because DBS and Occupational Health checks are required before commencement of the course and students are required to annually sign a learning agreement declaring that they remain of good health and character and that their criminal record has not changed.

9. With regard to Standard 1.9, the visitor team found that the 'Role of the LME' document clearly states that it is the responsibility of the LME or their representative to sign the supporting declarations of health and character for applicants applying for admission to the register after completing a pre-registration midwifery programme or for applicants applying for readmission to the register following a return to practice programme. This is also stated on the Confirmation of Good Health and Character process flowchart. This process was also confirmed in a meeting with senior staff. The team therefore concluded that Standard 1.9 is met as the process is clear and was triangulated in the meeting with Senior Leaders.
10. Based on the information made available, the visitor team considers that UoD has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC standards to be met.

2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable to this major modification
2.1	Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Ensure that programme learning outcomes reflect the Standards of proficiency for midwives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes.	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Curriculum requirements

The revised BSc Midwifery Apprenticeship programme specification and programme handbook states the number of hours that are undertaken in theory and practice learning across the three years as 2,437.5 hours of theory and 2,437.5 hours of practice-based learning. This demonstrates a 50:50 split between theory and practice-based learning as required by the NMC Standard (2.8) and exceeds the required 2,300 hours in each category.

There is also clarity regarding the additional 130 hours which is used for employer-specific training outside the programme hours and can be theory or practice learning.

Findings

11. The visitor team considered a range of evidence for this standard including programme specifications, Practice Assessment Handbook, mapping of proficiencies, programme learning outcome, terms of reference of relevant groups, staff lists and CVs. The visitor team also met with groups including the Senior Leadership Team, the Programme Development Team, students and stakeholder groups.
12. With regard to Standard 2.1, the visitor team was assured that a significant amount of work has been done to improve learning culture and prioritise the wellbeing of students and staff and the clear action plan the visitor team saw evidenced the steps taken to ensure this. Students spoke positively about the learning environment and excellent support they receive, and PSCs the visitor team met are clearly involved with programme design, delivery and admission processes. There are robust educational governance and quality processes evidenced by a People Strategy with adequate resources in place to deliver the programme, including appropriately qualified staff. Student empowerment was clearly evidenced from the meeting with current students and alumni, with clear, effective escalation policies in place and feedback from students acted upon swiftly. Extensive programme mapping was reviewed by the visitor team and the curriculum meets the NMC programme standards. The partnership with placement providers was evident both from the programme planning meeting notes and discussion with service managers and service educators.
13. In relation to Standard 2.2, the visitor team found that there were excellent links between the academic and practice staff, with regular meetings and link lecturers undertaking regular visits to practice areas. Evaluation and feedback methods appear robust, with closed loop feedback mechanisms to students. Joint training takes place with academic and practice staff for practice assessors (PAs) and practice supervisors (PSs) and there is annual updating. A Practice Learning Educational audit is carried out every three years. All documents and discussion confirmed that students are always supernumerary in practice learning. It was clear from the evidence made available to the visitor team and discussion that there is adherence to and compliance with the NMC Part 2 Standards for student supervision and assessment, and this enables the NMC standard to be met.
14. With regard to Standard 2.3, based on the evidence and discussion with the Programme Team, the visitor team concluded that UoD meets this NMC standard. However, there was discussion about a recommendation that the programme documents should use the terminology in the NMC Standards for proficiency for midwives: universal care and additional care, and consider the terminology recommended by the RCM Re:Birth project. The visitor team discussed this with the programme team at the visit who acknowledged this, and the visitor team made

recommendation (R4) that the UoD should ensure that the language used is consistent and aligns with the NMC Midwifery standards.

15. In relation to Standard 2.4, the visitor team considered a range of evidence for this standard and met with a group of PSCs - known as Experts by Experience Group, as well as discussing the engagement process with the Programme Development Team. It was clear that there has been involvement of appropriate stakeholder groups in the development of this programme. While not all who attended the meeting had been involved in the Midwifery Apprenticeship programme development, one new mother present had attended. All noted engagement with a selection of students and participated in delivery of teaching to students and subsequent evaluation. An example of recent good practice was noted by the Chair of a local Neonatal Group where students had participated in their '15 Steps' package for maternity service. Evidence demonstrated that all PSCs undertake Equality and Diversity training and have annual updating with regular meetings. Based on the evidence made available, the visitor team considers that UoD meets this standard.
16. With regard to Standard 2.6, the visitor team considered a range of evidence and met with stakeholder groups. From the evidence and discussion of the exposure for all midwifery students, including apprentice students, to relevant, contemporary and varied midwifery practice, the visitor team concluded that all stakeholders understood and were in compliance with this standard. The apprenticeship programme is designed to facilitate apprentices' experience of contemporary midwifery practice, and rotation of placements is planned within different employer partners and placement learning support units to maximise apprentices' experience of Midwifery practice. Current students reported that they undertake a minimum of two weeks in a Trust outside of their usual practice area and this appears to be valued by all as positive. Based on the evidence made available, the visitor team considers that the UoD meets this standard.
17. In considering Standard 2.7, based on the evidence and discussion with the Programme Team and students, the visitor team considers that simulated learning is utilised across the programme during theory time to prepare students for practice. In addition, in those areas of practice such as conducting a breech birth, which students may not experience in practice, the Programme Team was clear that it assessed proficiency of this appropriately in simulated environments. The visitor team discussed simulated practice learning with the Programme Team and students who confirmed their knowledge and experience of the statement in the programme specification that 'Apprentices will experience a balance of practice learning and simulated learning activities throughout the programme to link theory to practice and authentically prepare them for the Midwife's role'. There is no stipulation of the number of hours of simulation used as this is not required because simulated practice hours cannot be counted for practice hours in Midwifery. All skills and proficiencies are assessed in practice-based learning, as required by NMC and evidenced in the eMORA (an online platform for midwifery students). The only exception, confirmed by both the Practice Team and students is breech birth, and this complies with the SFME 3.5.3 'where there are no opportunities in practice to gain experience of breech births, proficiency may be gained by simulated learning'. The visitor team found that the standard is met.
18. In relation to Standard 2.8, the visitor team considered a range of evidence for this standard and met with the Programme Development Team, Senior Leadership Team and discussed this standard and the evidence provided at length. In considering this standard, the visitor team found that there was some confusion and contradiction between documentation, and clarity was not provided during discussion with the

stakeholders. While the total length of the programme complies with the NMC standard of a minimum of 4,600 hours in total, and a minimum of 2,300 hours of both theory and practice learning is met, there was not initially clear evidence that there is an equal balance of 50% theory and 50% practice-based learning, but following the response to the condition (C3), the revised BSc Midwifery Apprenticeship programme specification and programme handbook have clarified the number of hours that are undertaken in theory and practice learning across the three years: 2,437.5 hours of theory and 2,473.5 hours in practice-based learning. This demonstrates a 50:50 split between theory and practice-based learning as required by the NMC standard (2.8) and exceeds the required 2,300 hours in each category.

19. Initially prior to the visit the programme documentation was unclear, and it appeared that there are 37.5 hours in each theory week and 40 hours in each practice week, which did not add up correctly in the three-year plan. There are also an additional 130 hours noted in practice, which the Programme Team explained as hours intended to enable flexibility to meet the Trust-based required training and needs. Therefore, these hours are not counted in the required 2,300 hours of required practice hours, but yet they are not noted on the three-year line plan, which covers 52 weeks/year. The line plan also notes a period of consolidated learning, but there is no clarity as to what this is. Based on the information made available to the visitor team, this standard is not met, and clarity was required in the exact number of hours undertaken in theory and practice learning across each of the three years of the programme, with a clear three-year line plan outlining this in order to provide evidence of the equal balance of 50% theory and 50% practice learning. The visitor team and panel applied a **condition (C3)** that UoD should clearly demonstrate and articulate the 50/50 split in the programme (incorporating the minimum of 2,300 hours in practice learning and 2,300 hours of theory), and how the additional 130 hours noted that may be required (for example to meet Trust/employer training requirements) is divided between theory and practice as part of programme hours.
20. With regard to Standard 2.9, the visitor team noted that this is a three-year full-time Midwifery Apprenticeship BSc degree programme and that there is clear evidence that the programme meets the NMC required length of 4,600 hours - it is 4,875 in total. The Programme Development Team and Senior Leadership Team confirmed that the programme meets the NMC required length.
21. Based on the evidence made available, the visitor team considers that UoD has the appropriate arrangements in place for Standard 2: Curriculum to enable the NMC standards to be met subject to the response to the **condition (C3)** set.

3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
3.1	Provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Ensure students experience the role and scope of the midwife, enabling them to provide holistic care to women, newborn infants, partners and families.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multiagency team working.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	<p>Provide learning opportunities, across the whole continuum of care, that enables students to gain experience to:</p> <p>3.5.1 support and care for women during pregnancy, undertaking no less than 100 antenatal examinations</p> <p>3.5.2 support and care for no less than 40 women in labour and conduct the birth. Where 40 births cannot be reached owing to the lack of available women giving birth, it may be reduced to a minimum of 30, provided that the student is given the opportunity to assist with caring for an additional 20 women giving birth</p> <p>3.5.3 participate in the support and care of women in labour and conduct a breech birth. Where there are no opportunities in practice to gain experience of breech births, proficiency may be gained by simulated learning</p> <p>3.5.4 support and care for no less than 100 women postnatally and 100 healthy newborn infants</p> <p>3.5.5 develop the required knowledge, skills and behaviours needed to support and care for no less than 40 women who have additional care needs or develop complications including those related to physical, psychological, social, cultural and spiritual factors</p> <p>3.5.6 care for newborn infants requiring additional care or have complications, including in a neonatal unit and</p> <p>3.5.7 care for women across the life course with additional sexual and reproductive health needs.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Ensure students gain experience of leadership and team working with different maternity providers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Provide students with learning opportunities to experience midwifery care for a diverse population	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	across a range of settings, including midwifery led services.				
3.8	Provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual factors.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9	Take account of students' individual needs and personal circumstances when allocating their practice learning opportunities, including making reasonable adjustments for students with disabilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.10	Ensure students experience the range of hours expected of practising midwives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.11	Ensure students are supernumerary.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice learning requirements

The programme is structured in blocks with 50% theory and 50% practice, with the theory delivered on campus and practice taking place in an approved placement setting.

Practice learning equates to 50% of the overall programme in line with the NMC standards framework (NMC, 2023). Apprentices must complete at least 2,300 hours of practice-based learning to support the application of theory to practice.

Apprentices must demonstrate 100% attendance to both theory and practice blocks.

This demonstrates a 50:50 split between theory and practice-based learning as required by the NMC Standard (2.8) and exceeds the required 2,300 hours in each category.

There are an additional 130 hours which are used for employer-specific training, which is outside the programme hours, and can be theory or practice learning.

Findings

22. The visitor team considered a range of evidence for this standard including the Programme Specification for BSc Midwifery Apprenticeship, the Practice Assessment Handbook and the Mapping of NMC proficiencies to KSBs. The visitor team also met with senior managers, the Programme Development Team, students and stakeholder groups.
23. In considering Standard 3.1, the visitor team found that the documentary evidence confirmed that students will undertake completion of the Midwifery Ongoing Record of Achievement (eMORA) in practice which is mapped to the NMC standards of proficiency for midwives and apprenticeship standards. The Programme Team and students noted that the MORA was currently in use and will be followed by the apprentices. The visitor team saw documentary evidence and was assured by Trust managers that the trusts are committed to the apprenticeship programme and that they will follow the NMC standards of supervision and proficiency as well as the IFATE (The Institute for Apprenticeships and Technical Education) and is confident that this standard is met.
24. With regard to Standard 3.2, documentary evidence reviewed by the visitor team confirmed that students experience the role and scope of the midwife enabling them

to provide holistic care to women, newborn infants, partners and families and noted that the apprentices will follow the same process as existing students of the BSc Midwifery three-year programme. This was corroborated to the visitor team by the Programme Team and students at the visit. Students confirmed that they are exposed to placements in a variety of settings that allow them to show proficiency in all areas of midwifery required by completing the eMORA proficiencies at differing levels each year. This is also monitored for the apprenticeship in the tripartite reviews which assess students' learning and experiences achieved and required. The visitor team saw evidence confirming that apprentices will document that they have experienced the role and scope of the midwife enabling them to provide holistic care to women, newborn infants, partners and families through their learning plans. The visitor team concluded that the standard is met.

25. In considering Standard 3.3, the visitor team review of the Interprofessional Learning IPL Strategy & Implementation Plan (2023-28) and discussion with the Programme Team confirmed that the UoD provides opportunities for interdisciplinary and multiagency team working. The process undertaken as noted in the programme specification indicates that this will happen both in practice and in theory. The strategy was refreshed in 2024 and the programme specification states that students must have a clear understanding of their role as a member of the interprofessional team. The BSc Midwifery curriculum overview demonstrates the interdisciplinary development across the range of modules. Modules range from clinical practices, professional midwife, exploring ethics, EDI and safeguarding to leadership. The visitor team confirms the standard is met.
26. With regard to Standard 3.4, documentation reviewed and discussion with the Programme Team and students confirmed that students have the opportunity to achieve continuity of midwifery care across the continuum and in years 2 and 3, which is documented by students in the case holding booklet and Practice Assessment Handbook. There is also space within the eMORA for students to reflect on this. The clinical module specification for year 2 implies that students will be taught about undertaking case holding women across the whole continuum of care in year 2, therefore the visitor team agreed that this standard was met.
27. In respect of Standard 3.5.1, the visitor team considered documentary evidence in the information section of the MORA that confirms that practice placement learning will support students to attain all the learning opportunities listed in Standards 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6. This was supported by both PSs and PAs and students indicated they are well supported in practice. During the review the visitor team identified that the Programme was not using the most up to date eMORA. The Programme team confirmed that they would be adopting the most up to date version of the eMORA that reflects national updates on commencement of the programme. Students told the visitor team that they were aware of the numbers they required to obtain in their programme and that they were aware of the experiences and support they required to demonstrate the support and care given to women at different stages of the pregnancy childbearing continuum and throughout their three years. The visitor team also considered evidence in module specifications that the students will receive theory in relation to additional care requirements for women (3.5.5) and that students receive theory in relation to additional needs for the neonates (3.5.6). Both of these are recorded within the eMORA with available space for the numbers indicated.
28. In relation to 3.5.2, students and the Programme Team noted that students required to obtain 40 births but also understood the caveat for the 30/20 split if needed.
29. For 3.5.3, the eMORA instructions and proficiencies indicate that apprentices will

participate in the support and care of women in labour and in conducting or simulating a breech birth. Where there are no opportunities in practice to gain experience of breech births, proficiency may be gained by simulated learning. This is also recorded in the Practice Assessment Handbook BSc Midwifery Apprenticeship and students noted these processes and their understanding of them.

30. In relation to 3.5.4, the eMORA supports that apprentices will achieve care for no less than 100 women postnatally and 100 healthy newborn infants - students confirmed their understanding of this.
31. For 3.5.5, the module specifications indicate that apprentices will be taught about pregnant women with additional care needs. The eMORA pages that contain episodes of care recorded for antenatal, intrapartum and postnatal events indicate that apprentices will acquire skills and behaviours by supporting and caring for no less than 40 women who have additional care needs.
32. For 3.5.6, the module specifications indicate that apprentices would be taught about care for newborn infants requiring additional care or with complications. The eMORA indicates that apprentices will acquire skills and behaviours needed for caring for newborn infants requiring additional care. The Practice Assessment Handbook confirms that apprentices will have experience in a neonatal unit, and this was corroborated by the Programme Team and by students, supervisors and assessors the visitor team met.
33. With regard to 3.5.7, the visitor team saw evidence that students receive experience of caring for women across the life course with additional sexual and reproductive health needs. The students noted that they have several different placements in the second year. The placement handbook indicates that students must record their gynaecological experience by ticking a box and students discussed moving placements from their host trust to get different experiences. The visitor team concluded that this standard was met.
34. With regard to Standard 3.6, experience of leadership and team working with different maternity providers was demonstrated to the visitor team in the programme specification for BSc Midwifery which stated that the students will spend at least 150 hours per year in a different trust and this was confirmed by the Programme Team and the students. This moving of students to different Trusts to experience different leadership skills and visitor teamwork was understood by the students and supported the visitor team's conclusion that the standard was met.
35. In considering Standard 3.7, the visitor team reviewed the narrative material that stated that students will have theory input that will introduce them to a range of diverse populations and that placement opportunities will enhance this. The modules and placement learning experiences have been designed to support students' learning in caring for a diverse population across a range of settings. This is demonstrated where the programme outcomes incorporating diversity are mapped to the modules. The practice learning areas cater for diverse populations and provide services in a range of settings. Student learning will be further enhanced by a range of guest speakers who cater for diverse populations. The UoD has 'Let us Talk' race training and 'Unconscious bias' training which enable academics to think of inclusive case scenarios. The academic team is working towards decolonising the Midwifery curriculum. The content and approach were confirmed by PSCs who contribute to the teaching and undertake inclusion training. The visitor team considered that there is mandatory cultural competence and equality and diversity training for students, which is checked via the eMORA checklists in the Practice Assessment Handbook BSc

Midwifery Apprenticeship (Equality and Diversity training) and in the eMORA supplementary information (Equality and Diversity training). The visitor team concluded that this standard was met.

36. In relation to Standard 3.8, the visitor team considered the modules in the curriculum that indicate apprentices will have theory about caring for mothers and neonates with developing and complex situations. It is clearly noted that students will have clinical placements to enhance this learning. The visitor team concluded that this standard was met.
37. With regard to Standard 3.9, the visitor team considered the documents that indicate the apprentices will be employed by the Trust. The University and employing Trust will work together to provide reasonable adjustments for students with additional needs and it was confirmed by students' managers and the Programme Team that students are well supported throughout the programme during both practice and theory. The visitor team concluded that the standard was met.
38. With regard to Standard 3.10, the visitor team saw evidence confirming that apprentices will experience a range of hours expected of practising midwives in the programme specification BSc Midwifery Apprenticeship (page 6) and Practice Assessment Handbook BSc Midwifery Apprenticeship (pages 6 and 7). The visitor team concluded that the standard was met.
39. In relation to Standard 3.11, evidence of the apprentices' supernumerary status was considered by the visitor team. The programme specification highlights supernumerary, and the supernumerary status was confirmed by managers, PAs and PSs and students. Managers indicated to the visitor team that they were aware that apprentices will be students while in practice. The visitor team concluded that the standard was met.
40. Based on the information made available, the visitor team considers that UoD 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 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 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

41. In considering Standard 4, the visitor team considered a wide range of evidence including the Programme Specification for BSc Midwifery Apprenticeship, the Practice Assessment Handbook, and the Apprenticeship Arrangement document, Midwifery BSc Hons Apprenticeship Practice Learning Handbook V2 and Statement of Commitment. The visitor team also met with senior managers, the Programme Development Team, students and stakeholder groups.
42. With regard to Standard 4.1, the visitor team considered documentary evidence and concluded that the apprenticeship programme complies with SFNME standards. Staff the visitor team met confirmed that students, stakeholders and PSCs were involved in development of this programme, and also confirmed that the student:staff ratio at UoD provides the appropriate resources to deliver against the standards, and that this is applicable to practice. Practice placement audits in relation to student:staff ratio would be undertaken, if required, for the apprentice midwives. The visitor team concluded that the standard was met.
43. In considering Standard 4.2, the visitor team considered documentary evidence to confirm that the SSSA were being upheld. PAs and practice learning facilitators (PLFs) the visitor team met confirmed that there would be a nominated person in

each practice setting to support apprentices. The PAs and PLFs understood the apprenticeship programme and confirmed that more updates for supervisors and assessors would take place before the programme started. The visitor team concluded that this standard was met.

44. With regard to Standard 4.3, the documentary evidence considered by the visitor team confirmed that the programme is structured and includes all elements of the NMC standards of proficiency for midwives. The mapping in the programme specification indicates compliance with the NMC standards of proficiency for midwives and IFATE KSBs. All modules are mapped to the programme learning outcomes. The programme also incorporates the MORA which is an England-wide validated document that is mapped to the NMC standards of proficiencies. The visitor team agreed that the standard was met.
45. In considering Standard 4.4, the visitor team found evidence to confirm that students were provided with appropriate support and feedback. Specific to this programme, apprentices are given 130 extra hours to support compliance with the apprenticeship standards and employer requirements. Restorative clinical supervision and regular tripartite reviews are other support systems. During the theoretical modules, apprentices will receive feedback for formative and summative assessment to aid future development. In completing the MORA in practice, apprentices will be provided with both formal and informal feedback to aid their development. The Programme Team indicated that there was a portfolio lead in the UoD and the PLFs confirmed that they would be the lead for midwife apprentices in practice. All these elements assured the visitor team that apprentices will be supported in practice and in theory and therefore concluded that the standard was met.
46. With regard to Standard 4.5, the visitor team considered documentary evidence which stated that by the end of the programme apprentices must achieve a pass mark of 100% in the numeracy assessment. This was confirmed to the visitor team in meetings with the Programme Team and the students, and the visitor team concluded that the standard was met.
47. In considering Standard 4.6, the visitor team reviewed documentary evidence to confirm that apprentices are assessed to confirm their proficiency in preparation for professional practice as a midwife. This evidence is in the completion of all NMC proficiencies in the MORA and the completion of the IFATE KSBs which are mapped to NMC proficiencies. Apprentices are also required to complete the integrated end point assessment which is completed at the final assessment board. This process was confirmed by the UoD apprenticeship lead and the Programme Team, and therefore the visitor team was assured that the standard was met.
48. With regard to Standard 4.7, the visitor team considered the documentary evidence of the MORA and discussed it with the Programme Team who confirmed that the latest MORA would be used for this programme. The validated MORA is used in an electronic format as the practice document for the programme. The Practice Assessment Handbook BSc Midwifery Apprenticeship indicates what needs to be completed in the eMORA each year. In addition, the eMORA supplementary information BSc Midwifery Apprenticeship is an extra template for the apprentices to record their on-the-job and off-the-job learning and tripartite reviews. The visitor team agreed that the standard was met.
49. Based on the information made available, the visitor team considers that UoD has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met.

5: Qualification to be awarded

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

Findings

50. In respect of Standard 5.1, the visitor team reviewed the programme specification which clearly states that the award is BSc Midwifery Apprenticeship and therefore meets Standard 5.1.
51. With regard to Standard 5.2, the visitor team found that the BSc Midwifery Apprenticeship Programme Specification (Section 9) contains information confirming the requirement for students to apply for registration within five years. However, the visitor team was supplied with two different versions of the programme specification, the latter of which had no reference to the five years. During meetings with the Development Team and Senior Leadership Team it was acknowledged that the wording required amendment. As a result, the panel set a **condition (C4)** that the wording in Sections 9 & 10 of the programme specification be reviewed to ensure that it is clear that the award does not guarantee registration with NMC but that the student has to apply for entry to the NMC Register within five years. The visitor team is confident that UoD understands this standard and that once the wording has been amended Standard 5: Qualification to be awarded will be met.

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