



# **Nursing and Midwifery Council Quality Assurance Review**

**Major Modification Report for:**  
**Pre-registration midwifery qualification leading to:**  
**Pre-registration midwifery**

**University of Northampton**

**April 2025**

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## Key institutional and programme details

| <b>Name and location of Approved Education Institution (AEI)</b>                     | University of Northampton<br>Waterside Campus<br>University Drive<br>Northampton NN1 5PH   |   |                                     |                                     |                          |
|--|--|---|-------------------------------------|-------------------------------------|--------------------------|
| <b>AEI [UKPRN]</b>   | 10007158   |   |                                     |                                     |                          |
| <b>Name and location of programme delivery partner(s) if not the AEI noted above</b> | Not applicable   |   |                                     |                                     |                          |
| <b>Name of new employer partners for apprenticeships</b>                             | Kettering General Hospital NHS Foundation Trust<br><br>Northampton General Hospital<br><br>Milton Keynes Community Health Services |   |                                     |                                     |                          |
| <b>Approval type</b>   | Major modification   |   |                                     |                                     |                          |
| <b>Name of programme</b>   |  |   |                                     |                                     |                          |
| NMC programme title  | AEI/EI programme title (in full)   | Academic level(s)   | Apprenticeship                      | Full-time                           | Part-time                |
| Pre-registration Midwifery   | BSc (Hons) Midwifery (Degree apprenticeship)   | England, Wales, Northern Ireland<br><input checked="" type="checkbox"/> Level 6<br><input type="checkbox"/> Level 7 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

### Interim awards available

There are no interim awards for this qualification that lead to NMC registration

|                                      |  |
|--------------------------------------|--|
| <b>Proposed programme start date</b> | 21 September 2025  |
| <b>Standard(s) under assessment</b>  | <input type="checkbox"/> Part 2: Standards for student supervision and assessment<br><input checked="" type="checkbox"/> Part 3: Standards for pre-registration midwifery programmes<br><br>Note that the AEI has taken an institutional approach to Part 2: Standards for student supervision and assessment and therefore compliance with Part 2 as confirmed through a previous review. |
| <b>Date of visit</b>                 | 2 April 2025   |
| <b>Visitor team</b>                  | Registrant Visitors: Ms Nicola Clark; Ms Joanne Divers<br>Lay Visitor: Professor John Pymm   |

## 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 Northampton's approval panel took place on 2 April 2025.

### Context for the review

The introduction of an apprenticeship route to the existing Midwifery degree was initiated by the University of Northampton (UON). It does not add any new levels to the existing programme, nor does it involve any changes to learning outcomes or assessment methods. The programme structure will remain the same, and both the balance and total number of theory and practice hours remain unchanged.

The visitor team met with a range of senior staff and practice assessors (PAs) and practice supervisors (PSs) from the practice learning partners (PLPs) and employer partners (EPs), current students from analogous programmes and a representative of people who use services and carers (PSCs).

The **final recommendation** made by the visitor team to the NMC, following consideration of the University of Northampton'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 UON's response to any conditions was as follows:

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

## Conditions

| Conditions  |   |                              |                 |          |
|---|---|------------------------------|-----------------|----------|
| No.   | Condition details   | Specific standard(s) not met | NMC only/ Joint | AEI only |
| C1  | References to the Apprenticeship end-point assessment (EPA) should be clearly documented in the Apprenticeship Handbook, aligning it to the course specification. |                              |                 | AEI      |
| <b>Date for all conditions to be met to meet intended delivery date</b> |   | 30 April 2025                |                 |          |

Joint conditions relate to both NMC standards and UON'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              | Ensure that the Raising and Escalating Concerns Policy is clearly signposted to all student midwives, including apprentices.  | SFNME 1.5, SPM 2.1   | NMC             |          |
| R2              | To collaborate with practice learning partners to ensure practice supervisors are proactively allocated in placement areas.   | SFNME 2.2, SPM 4.2   | NMC             |          |
| R3              | At the first opportunity, for example Periodic Subject Review, to review the curriculum documentation to align it to the current terminology, for example removing references to Active Blended Learning (ABL), and to review differences in module specifications between ratios for online and face-to-face learning hours. |                      |                 | AEI      |

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

## Statements of good practice

| Statements of good practice relating to the NMC standards |  |                      |                 |
|---|--|----------------------|-----------------|
| No.   | Details  | Specific standard(s) | NMC only/ Joint |
| GP1   | The course team's response to recognising the needs of the local workforce to develop the Midwifery Apprenticeship.  | 2.4                  | Joint           |
| GP2   | The diversity of practice learning opportunities which reflect different cultures.   | 3.7                  | Joint           |
| GP3   | The use of keep-in-touch days and the use of the Professional Midwifery Advocate restorative supervision techniques to enhance resilience and wellbeing amongst apprentices. | 3.9                  | Joint           |
| GP4   | Creating alternative routes into degree-level qualifications which support the University's access and widening participation plan.  | 4.1                  | Joint           |

## Response to AEI only conditions

The response to UON 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   |
| C1                                 | References to the Apprenticeship end-point assessment (EPA) should be clearly documented in the Apprenticeship Handbook, aligning it to the course specification. | <p>The Chair of the conjoint panel confirmed via email (dated 6 June 2025) that condition C1 has been met.</p> <p>The visitor team considers that for condition C1, UON has fully addressed the requirements of the condition and therefore condition C1 is met.</p> |

The **final recommendation** made by the visitor team to the NMC, following consideration of the UON'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  | Confirm on entry to the programme that students: <ul style="list-style-type: none"> <li>1.5.1 meet the entry requirements for the programme as set out by the AEI and are suitable for midwifery practice</li> <li>1.5.2 demonstrate an understanding of the role and scope of practice of the midwife</li> <li>1.5.3 demonstrate values in accordance with the Code</li> <li>1.5.4 have capability to learn behaviours in accordance with the Code</li> <li>1.5.5 have capability to develop numeracy skills required to meet programme outcomes</li> <li>1.5.6 can demonstrate proficiency in English language</li> <li>1.5.7 have capability in literacy to meet programme outcomes</li> <li>1.5.8 have capability to develop digital and technological literacy to meet programme outcomes.</li> </ul> | <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 type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

## Findings

1. The visitor team considered a range of evidence for Standard 1.1, including the NMC webpage and the letter dated July 2024 confirming the name of the Lead Midwife for Education (LME) and met with senior staff. From this evidence, triangulated in discussion, the visitor team confirmed that UON has a lead midwife in place, accepted in that role by the NMC. Based on the information made available, the visitor team considers that UON has in place the appropriate arrangements for Standard 1.1 to enable the NMC standards to be met.
2. The visitor team considered a range of evidence for Standard 1.2 including the NMC webpage and the letter dated July 2024 confirming the name of the lead midwife for education (LME) and met with senior staff. From this evidence, triangulated in discussion, the visitor team confirmed that UON has notified the name of the lead midwife to the NMC upon a change of post-holder in July 2024. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 1.2 to enable the NMC standards to be met.
3. The visitor team considered a range of evidence for Standard 1.3 including the admissions pro forma, the course specification and UON website and met with the following groups of stakeholders - senior staff, the academic team, PAs and PSs. All of the evidence was consistent in stating that recognition of prior learning is not permitted for pre-registration midwifery programmes, and this was confirmed by the staff met at the visit. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 1.3 to enable the NMC standards to be met.
4. The visitor team considered a range of evidence for Standard 1.4 including admissions policy and associated documentation and met with the following groups of stakeholders - academic team, PAs and PSs. UON has a clear admissions policy that addresses the requirements of the Standards Framework for Nursing and Midwifery Education (SFNME), and specific entry requirements for admission to the Midwifery degree apprenticeship programme are set out in the course specification. Recruitment to the proposed programme is via interviews, which are conducted either online or face-to-face. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 1.4 to enable the NMC standards to be met.
5. The visitor team considered a range of evidence for Standard 1.5 including the admissions policy and associated documentation and met with the following groups of stakeholders - academic team, PAs and PSs, and PSCs. UON has a clear

admissions policy that addresses the requirements of the SFNME, and specific entry requirements for admission to the Midwifery degree apprenticeship programme are set out in the course specification. Recruitment to the proposed programme is via interviews, which are conducted either online or face-to-face, with the involvement of academic staff, students, clinicians and PSCs, and the clear use of a marking rubric. The visitor team confirmed with the PAs and PSs, students and PSCs that these arrangements operate in practice, and that all interview panel members are required to undertake mandatory equality, diversity and inclusion (EDI) training. In addition, all staff undertaking interviews have access to institutional training for supporting neurodiverse students and students with learning differences. The staff guidance for interview participation is reviewed and updated annually to reflect institutional arrangements for student interviewing. The arrangements for admission are explicitly directed to ensure that applicants have the skills, ability and capability to meet the entry requirements for the course. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 1.5 to enable the NMC standards to be met.

6. The visitor team considered a range of evidence for Standard 1.6 including course and module specifications and the faculty resource statement and met with the following groups of stakeholders - programme teams, PAs and PSs. Apprentices are supported throughout the course to continuously develop their abilities in numeracy, literacy and digital technology to meet course outcomes. Academic writing skills are promoted through planned sessions from central services at UON, mapped across all three years of the programme, and a dedicated academic librarian for health courses supports students, providing individual tutorials as required. Apprentices can also obtain support through the Additional Student Support and Inclusion Services Team (ASSIST), which provides learner-centred support for apprentices with additional or alternative needs and requirements to develop, progress and achieve their full potential. Apprentices' digital and technological literacy skills are also developed through UON's approach to learning and teaching - Active Blended Learning (ABL). This is supported by the Learning Development team, which offers help with maths and numeracy skills for apprentices, and a range of online study skills guides. The electronic midwifery ongoing record of achievement (eMORA) as a Pan-England document reflects the course outcomes relating to the NMC Standards of proficiency for midwives and is mapped to digital and technological competency outcomes and Knowledge, Skills and Behaviours (KSBs). Completion of the eMORA is via the proprietary software. Applied numeracy skills are scaffolded across the course, situated within practice modules. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 1.6 to enable the NMC standards to be met.
7. The visitor team considered a range of evidence for Standard 1.7 including policies and underpinning procedures covering occupational health and declaration of convictions, and the honorary contract 2024-25 and met with the following groups of stakeholders - senior staff, academic teams, academic assessors (AAs), PAs and PSs. UON has well-established processes and procedures in place to ensure students' health and character are sufficient to enable safe and effective practice on admission to the course, throughout the course and when submitting the supporting declaration of health and character in line with the NMC Guidance of health and character. Applicants who are successful at interview are made 'conditional' offers, subject to occupational health assessment and Disclosure and Barring Service (DBS) clearance. Actions regarding DBS clearance are managed via the UON policy and referred to employer partners for joint consideration and decision. Throughout the course, apprentices are made aware that they are required to self-declare any change to their good health, character and DBS status and formally declare this

annually and prior to registration, which is stipulated in the honorary contract. Recommendations made by employer partner occupational health teams concerning reasonable adjustments are risk assessed collaboratively with the UON and reasonable adjustments are made as required. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 1.7 to enable the NMC standards to be met.

8. The visitor team considered a range of evidence for Standard 1.8 including policies and underpinning procedures covering occupational health and declaration of convictions, and the honorary contract 2024-25 and met with the following groups of stakeholders - senior staff, academic teams, PAs and PSs. Apprentices are fully informed of the requirement to declare immediately any cautions, convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments, and this is encompassed within the honorary contract. Upon admission and entry to the course, students are required to complete a DBS check and are then made aware they are required to self-declare any change to their health, character and DBS status and formally declare this annually through the university re-enrolment process and prior to registration. Any declarations made by students are dealt with under the UON's fitness to practise policy in consultation with the LME and associated employer partners. Fitness-to-practise interviews are conducted with the apprentice with processes and actions being documented and maintained confidentially in the student's personal e-file. The final submission also requires apprentices to self-declare health and good character and that no convictions, cautions or other relevant issues have arisen to date. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 1.8 to enable the NMC standards to be met.
9. The visitor team considered a range of evidence for Standard 1.9 including the course specification, the end-point assessment documentation and the practice assessor end-of-course declarations and met with the following groups of stakeholders - senior staff, PSs and PAs. The apprentices' capacity for safe and effective practice is monitored by PSs and PAs in clinical settings and confirmed by AAs at progression points throughout the course. The visitor team was able to confirm the operation of this procedure with the staff concerned. The LME confirmed to the visitor team that she uses the apprentice's self-declaration of health and character alongside PA reports on the eMORA system and AA end-of-course statements to support recommendations to the NMC register upon completion of the course. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 1.9 to enable the NMC standards to be met.
10. Standard 1.10 was deemed by UON to be not applicable on the grounds that a shortened provision is not available. The visitor team concurred that this standard was not applicable.
11. Based on the information made available, the visitor team considers that the UON 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                  |
| 2.9  | 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:<br><br>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<br><br>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<br><br>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. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                  |

## Curriculum requirements

The ratio of theory to learning hours over the three-year course provides an equal balance of 50% theory and 50% practice learning, entailing 2,300 hours of academic theoretical work and 2,300 hours of practice placement. Required for progression through the three academic years are respectively 650, 750 and 900 hours for Levels 4, 5 and 6.

## Findings

12. The visitor team considered a range of evidence for Standard 2.1 including the degree apprenticeship specification, the individual module specifications and the programme handbook, and met with the following groups of stakeholders - senior staff, academic team, PAs and PSs and students. The documentation evidences that the proposed programme is compliant with the SFNME. UON details a process of review to confirm a safe learning environment in both the academic and clinical settings. UON undertakes periodic subject review, annual review and external examiner review monitoring students' progress against the standards. The proposed apprenticeship pathway is mapped to the existing BSc (Hons) Midwifery programme with no changes proposed to the programme layout and its modules. The modules have been aligned to the apprenticeship standards, with the end-point assessment being integrated into the existing programme's assessment strategy. The current BSc (Hons) pre-registration midwifery programme has two intakes per year with approximately 35 students in each. The student numbers can be flexed between the two intakes, with a total number of 70 students per year. It is anticipated that the initial intake of apprentice student midwives per year will be five students, increasing year on year dependent upon uptake by the local trusts. The number of apprentice student midwives are to be included in the total number of students per year, that is as part of the 70 students across the two intakes per year, and not additional to. This is to ensure capacity to support students in practice is not negatively impacted. The midwifery apprenticeship programme has 100% 'off the job' hours due to apprenticeship requirements, and to support apprentices completing with the rest of the cohort. Employing partners confirmed this at the visit. Student midwives undertaking pre-registration midwifery spend 50% in practice working alongside PSs and PAs. Escalating and raising concerns is encouraged and the students who met the visitor team could articulate how they would do this, but were unable to identify where to find the policy should they need to refer to it. The visitor team therefore **recommends (R1)** that the course team ensure that the location of the Raising and Escalating Concerns Policy is clearly signposted to all student midwives, including apprentices. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 2.1 to enable the NMC standards to be met.
13. The visitor team considered a range of evidence for Standard 2.2 including partnership agreements, placement and allocation process documents and the tripartite review report and met with the following groups of stakeholders - senior staff, academic team, PAs and PSs, and students. Documentation examined by the visitor team demonstrates full compliance with the requirements of the standards for student supervision and assessment (SSSA). Placement learning experiences for apprentice student midwives are described in the allocation process. Apprentice student midwives will have a tripartite review every 12 weeks with the AA or personal tutor and the employer to measure attendance hours in both theory and practice, progression and to formulate action plans if required. This was confirmed at the visit in discussions with academic teams, partner representatives and current midwifery students. There are signed practice learning agreements in place that evidence

employer partners' commitments to apprentice student learning in the placement areas. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 2.2 to enable the NMC standards to be met.

14. The visitor team considered a range of evidence for Standard 2.3 including Midwife (2019) Degree Apprenticeship NMC standards and Proficiencies, module specifications with mapped KSBs and the programme handbook and met with the following groups of stakeholders - senior staff, academic teams, PAs and PSs. The proposed apprenticeship is mapped to the existing provision, with no anticipated changes and with the proficiencies mapped to the original approval in 2021. The documentation details the approach for internal review utilising the Creating Aligned Interactive Educational Resource Opportunities (CAleRO) process. The Learning Designer reviews the apprenticeship standards with the course team to confirm alignment with the course and module level learning outcomes. The end-point assessment (EPA) will only commence when the apprentice midwife has passed the EPA gateway, and this is expected to be reached upon completion of the final module and before the University's examination board. The EPA will determine the overall outcome of the apprenticeship with either a pass or fail grade. The exam board, including the external examiner, has the responsibility for confirming the final decision on the award of the qualification and affirming that the apprentice has met the educational outcomes required for NMC registration. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 2.3 to enable the NMC standards to be met.
15. The visitor team considered a range of evidence for Standard 2.4 including the PSC engagement strategy, and the student engagement strategy and met with the following groups of stakeholders - academic teams, students and PSCs. Stakeholder involvement was evidenced in the original approval of the BSc (Hons) Midwifery programme. The PSC engagement spreadsheet details PSC involvement in focus groups surrounding the development of the proposed apprenticeship route, with feedback and discussion notes available to view electronically. The PSCs at the visit confirmed that they do input to the current pre-registration midwifery programme by undertaking theory sessions and involvement with the applicant interviews, and this will also pertain for the apprenticeship. The validation panel felt that it was **good practice (GP1)** that the course team had responded to the needs of the local workforce to develop the Midwifery Apprenticeship. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 2.4 to enable the NMC standards to be met.
16. UON confirmed in its submission that the course is not delivered in the Welsh language, and the visitor team concurred that Section 2.5 is not applicable at this visit.
17. The visitor team considered a range of evidence for Standard 2.6 including the case-loading guidance documentation, the programme specification and evidence of stakeholder discussion and met with the following groups of stakeholders - senior team, students, PSCs, PAs and PSs. Documentation states that the degree apprenticeship students will follow the same practice learning allocation as the existing programme, with the inclusion of non-midwifery placements including gynaecology, neonatal unit and adult critical care, in keeping with the existing provision. This is clearly illustrated in the live placement examples provided. Staff from the UON, the PAs and PSs, along with the students met by the visitor team all confirmed that the documentation supported how the provision is delivered in practice. Based on the information made available, the visitor team considers that the

UON has in place the appropriate arrangements for Standard 2.6 to enable the NMC standards to be met.

18. The visitor team considered a range of evidence for Standard 2.7 including the faculty resources document, the programme specification and the module specifications and met with the following groups of stakeholders - senior team, students, PSCs, PAs and PSs. The UON confirmed that there is no change in provision to the original approval consequent upon the addition of the apprenticeship pathway. The inclusion of technology-enhanced and simulated learning opportunities has been replicated within the modules for this proposed route. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 2.7 to enable the NMC standards to be met.
19. The visitor team considered a range of evidence for Standard 2.8 including module specifications and the programme specification and met with the following groups of stakeholders - senior team, students, PSCs, PAs and PSs. The documentation details a ratio of theory to learning hours over the three-year course that provides an equal balance of 50% theory and 50% practice learning, using a range of learning and teaching strategies. Apprentice midwives will follow the same practice/theory pattern of 2,300 hours of academic theoretical work and 2,300 hours of practice learning experience, mirroring that of the traditional route for student midwives within the existing approved BSc (Hons) Midwifery course. The BSc (Hons) Midwifery Degree Apprenticeship course is structured to have an equal amount of theory and practice across the three years but scaffolded across years 1-3. Pedagogically, Level 4 has more theory modules to ensure that students have a firm knowledge before they commence with placement learning. Theory content decreases into Level 5 and again into Level 6 as they develop competence and confidence by Level 6. Practice hours required for progression through the three academic years are respectively 650, 750 and 900 for Levels 4, 5 and 6. At the visit, it was confirmed with the academic team that attendance for theory sessions is mandatory for all such programmes. Attendance is monitored via an attendance register which is sent to the module leader and personal academic tutor, in addition to an engagement App which promotes adherence to the UON attendance policy. For apprentices, attendance will also be self-monitored and recorded at the 12-weekly tripartite meetings. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 2.8 to enable the NMC standards to be met.
20. The visitor team considered a range of evidence for Standard 2.9 including the apprenticeship specification and the course handbook and met with the following groups of stakeholders - senior team and academic team, and students. The specification and handbook clearly evidence that the three-year programme consists of 2,300 hours of theory and 2,300 hours of practice, and this was confirmed by the visitor team with academic staff and students. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 2.9 to enable the NMC standards to be met.
21. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met.

### 3: Practice learning

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

|      |   |                                     |                          |                          |                          |
|------|---|-------------------------------------|--------------------------|--------------------------|--------------------------|
| 3.7  | Provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.8  | Provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual factors. | <input 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 ratio of theory to learning hours over the three-year course provides an equal balance of 50% theory and 50% practice learning, entailing 2,300 hours of academic theoretical work and 2,300 hours of practice placement (3.1).

Practice learning opportunities are so designed to ensure experience of supporting and caring for no less than 100 women antenatally, postnatally and healthy new-born infants (3.5.1 and 3.5.4).

Support is provided to apprentices to achieve 40 personal births by the end of the course. Periodic defined review points allow the PAs, PSs and AAs to monitor birth numbers and adjust practice learning opportunities accordingly. This ability to undertake 40 personal births remains under constant review by the employer partner and University of Northampton, to evaluate any need to operationalise the 30:20 standard. To date this has not been necessary (3.5.2).

Enabling practice behaviours and skills to be applied and evidenced for 40 women who have additional care needs or develop complications (3.5.5).

The practice learning allocation plan confirms that two weeks of alternative practice learning experience within a different trust within the three years is provided (3.6).

### Findings

22. The visitor team considered a range of evidence for Standard 3.1 including student allocation plans and course plans and met with the following groups of stakeholders - academic teams, students and placement representatives. Apprentice allocation information shows placements across a range of relevant clinical areas and the programme course plan shows where overall placement blocks sit within the programme with a 50:50 split of the 3,600 hours for practice learning. This was confirmed at the visit and the programme team assured the visitor team of the 50:50 split which meets the standard to provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives. Based on the information made available, the visitor team considers that the UON has in

place the appropriate arrangements for Standard 3.1 to enable the NMC standards to be met.

23. The visitor team considered a range of evidence for Standard 3.2 including student allocation plans and course plans and met with the following groups of stakeholders - academic teams, PSs, PAs and students. The allocation plans viewed by the visitor team evidenced the list of practice learning settings used, showing that students experience the role and scope of the midwife. This was triangulated at the visit and the visitor team was assured by the PAs, PSs and students that the latter experience the role and scope of the midwife in appropriate practice settings and there is sufficient exposure enabling them to provide holistic care to women, new-born infants, partners and families. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 3.2 to enable the NMC standards to be met.
24. The visitor team considered a range of evidence for Standard 3.3 including placement allocation plans and course plans and met with the following groups of stakeholders - academic teams, PAs, PSs and students. Within the placement allocation plans there are references to areas where students would experience inter-disciplinary/multi-disciplinary team-working including community and acute settings. This was confirmed by the visitor team as being operational in practice through discussions with students and placement providers. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 3.3 to enable the NMC standards to be met.
25. The visitor team considered a range of evidence for Standard 3.4 including student allocation plans, placement profiles, stack plans and course plans and met with the following groups of stakeholders - academic teams, PSs and PAs and students. The allocations plan refers to the Continuity of Care Team indicating practice learning opportunity is offered. The Midwifery placement profile continuity plan details auditable information relating to the placement outlines and the approach to continuity provided to learners, including for those placed with practice learning partners where continuity teams are not in operation (in such cases learners follow four service users using a case loading model as defined in the Continuity of Care guidelines provided). Expectations of participation are mandatory and meet the standard. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 3.4 to enable the NMC standards to be met.
26. The visitor team considered a range of evidence for Standard 3.5 including placement allocation plans and course plans and met with the following groups of stakeholders - academic teams, PAs, PSs and students. Placement allocation plans show the breadth of placement areas that would provide learning opportunities across the continuum of care, enabling the student to gain experience to achieve the sub-standards 3.5.1-7. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 3.5 to enable the NMC standards to be met.
27. The visitor team considered a range of evidence for Standard 3.6 including practice learning allocation plans and dynamic workload planning (stack plans) and met with the following groups of stakeholders - academic teams, PAs and PSs, and students. The practice learning allocation plan confirms that two weeks of alternative practice learning experience within a different trust within the three years is provided, and the visitor team was provided with more information on this in the stakeholder consultation and discussion presentation during the visit. Learning outcomes are

provided to students for this practice learning experience that align to the 'promoting excellence' proficiencies and the visitor team confirmed that there is an additional workbook provided to all students to assure the quality of this practice learning opportunity. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 3.6 to enable the NMC standards to be met.

28. The visitor team considered a range of evidence for Standard 3.7 including the course placement allocation plan and met with the following groups of stakeholders - PAs, PSs and students. The course placement allocation plan confirms that placements are offered across a range of services including midwifery-led services (for example community, home-birth service and birth centre). This was confirmed by discussions the visitor team held with PAs, PSs and students. The validation panel noted that the diversity of placements which reflect different cultures was a feature of **good practice (GP2)**. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 3.7 to enable the NMC standards to be met.
29. The visitor team considered a range of evidence for Standard 3.8 including placement allocation plans and stack plans and met with the following groups of stakeholders - PAs, PSs and students. The placement planner confirmed that students had practice learning opportunities in areas where complications and additional care needs arise, and this was triangulated during the visit to assure that learning opportunities cover sufficient areas for students to gain exposure to clinical situations relating to physical, psychological, social, cultural and spiritual factors such as community and a substantial focus on continuity of care which covers maternity care in a holistic way. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 3.8 to enable the NMC standards to be met.
30. The visitor team considered a range of evidence for Standard 3.9 including the occupational health procedure, the resource statement, the ASSIST guidance and report and the learner support policy and met with the following groups of stakeholders - senior staff, academic teams and students. UON has a range of services, policies and procedures designed to ensure that students' needs and personal circumstances are identified, assessed and measures put in place to address them at all stages of the programme. Services range from engagement with ASSIST, encompassing support for students in distress, needs assessment and the facilities of the Students' Union through to formal occupational health referrals. Staff and students were able to articulate the range of services available, and the ease of access, and confirmed that the ASSIST programme in particular extended to identifying and arranging for specific adjustments, based upon the sharing (with permission) of information from UON to the placement provider, enabling individual PSs to deliver individualised support. In particular, the validation panel noted that the use of keep-in-touch days, and the use of professional midwifery advocate restorative supervision techniques described by the curriculum team would enhance resilience and wellbeing amongst apprentices and felt that this represented **good practice (GP3)**. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 3.9 to enable the NMC standards to be met.
31. The visitor team considered a range of evidence for Standard 3.10 including the student placement hours agreement, the UON partnership agreement and the tripartite review report and met with the following groups of stakeholders - senior staff, academic teams, PAs, PSs and students. The expectations of UON are that all

apprentices while in practice learning settings will experience the full range of duties of practising midwives, and this forms a key part of the student placement hours agreement. This extends to experiencing service provision through early and late shifts, night duty and on-call working. It is achieved by allocation to different teams across the range of practice learning circuit and recorded by the apprentice through the electronic student placement portal. These records are the subject of periodic review by the AAs and appraised further as part of the learner review and tripartite review arrangements. Staff and students confirmed that these arrangements were operative in practice. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 3.10 to enable the NMC standards to be met.

32. The visitor team considered a range of evidence for Standard 3.11 including the programme handbook, the educational audit templates and the placement evidence template and met with the following groups of stakeholders - senior staff, academic staff, PSs and PAs, and students. The UON makes clear to students in the programme handbook (page 12) that they have supernumerary status whilst learning in practice, and defines this as being 'not counted within, but in addition to the workforce within the clinical setting'. Academic teams, PSs and PAs confirmed that this status was upheld in practice. The UON undertakes training of PSs and PAs, and these staff confirmed that supernumerary status is a requirement of the practice learning experience. The UON undertakes a programme of educational and placement audits, and these are based upon a standard template requiring audit teams to proactively seek and report upon maintenance of supernumerary status for students on placement at the location under review. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 3.11 to enable the NMC standards to be met.
33. Based on the information made available, the visitor team considers that the UON 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

34. The visitor team considered a range of evidence for Standard 4.1 including the course regulations, the course specification and the apprenticeship training plan and met with the following groups of stakeholders - senior staff, academic staff and students. The evidence provided aligns with the NMC Standards Framework for Nursing and Midwifery Education (2023) by ensuring structured support, supervision, learning opportunities, and assessment within both academic and practice learning environments. The Training Plan and Learner Agreement (UON Apprenticeship Training Plan) establishes clear roles and responsibilities between the UON, employer, and apprentice, ensuring regular review meetings to monitor progress, learning outcomes, and compliance with regulatory requirements. The programme specification and validation rationale explicitly reference NMC (2019) and updated (2023) standards, demonstrating a robust curriculum that integrates practice-based learning, interprofessional education, and digital learning platforms. The eMORA and Practice Learning Partner SSSA Update Schedule confirm that practice learning is quality assured through tripartite reviews, AA oversight, and scheduled supervisory updates with practice learning partners. Furthermore, student escalation procedures and faculty governance documents outline mechanisms for students to raise concerns, ensuring a safe and supportive learning culture in alignment with NMC expectations on public protection and student empowerment. Collectively, this

evidence confirms that the programme meets the required NMC framework standards through structured educational governance, quality assurance in placements, and comprehensive student support mechanisms. The validation panel acknowledged that this programme creates alternative routes into degree-level qualifications which supports the UON's access and widening participation plan and recognised this as **good practice (GP4)**. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 4.1 to enable the NMC standards to be met.

35. The visitor team considered a range of evidence for Standard 4.2 including the course regulations, the course specification, the module specifications and the apprenticeship training plan and met with the following groups of stakeholders - senior staff, academic staff, PSs, PAs and students. The module specifications outline a structured approach to supervision and assessment, ensuring apprentices progress from direct supervision to greater independence in clinical practice. These modules integrate practice-based learning, facilitated by designated PSs and PAs, meeting the NMC's requirement for a clear supervisory framework. The Placement Partnership Agreement formalises supervisory responsibilities between UON and placement providers, ensuring students receive appropriate support and assessment in practice settings. It sets expectations for assessor training, student preparation, and quality assurance, ensuring compliance with NMC's requirement for safe and effective supervision. The Placement Quality Assurance (QA) and Allocation Process details how students are placed, monitored, and assessed, ensuring they receive consistent supervision and developmentally appropriate learning opportunities. This aligns with the NMC's requirement for ongoing support and formative assessment during placements. Additionally, the eMORA ensures students are assessed by designated PSs and PAs, with structured feedback mechanisms supporting continuous learning and competency development. Collectively, these documents provide a robust structure for student support, supervision, and assessment, ensuring compliance with NMC SSSA through clear governance, well-defined supervisory roles, and evidence-based assessment practices. During the visit, PSs and PAs confirmed that all students are allocated a PS for each shift, although acknowledged that this can occasionally be problematic due to the number of preceptor midwives impacting on PS availability for the off duty, meaning some PSs are assigned on the day. The course team is therefore **recommended (R2)** to monitor the allocation of student midwives to PSs in all practice learning areas. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 4.2 to enable the NMC standards to be met.
36. The visitor team considered a range of evidence for Standard 4.3 including the apprenticeship training plans, the course specification and the module specifications and met with the following groups of stakeholders - senior staff, academic staff, PSs, PAs and students. The course specification and module documents detail the progression of knowledge and skills, ensuring students develop proficiencies in universal and additional midwifery care, interdisciplinary working, and leadership. The eMORA provides a clear structure for assessing student competency in practice, ensuring proficiency is consistently evaluated in alignment with NMC standards. The Partnership Agreement and Placement QA Audit confirm formalised practice learning arrangements, ensuring quality assurance, student supervision, and assessment alignment with NMC requirements. The evidence was further triangulated by the visitor team at the visit and this provided assurance that students meet the NMC Standards of proficiency for midwives and programme outcomes. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 4.3 to enable the NMC standards to be met.

37. The visitor team considered a range of evidence for Standard 4.4 including the apprenticeship training plan, the tripartite review report, the resource document and the student handbook and met with the following groups of stakeholders - academic staff, PSs, PAs and students. Feedback mechanisms are embedded through tripartite review meetings, where students, PAs, and academic tutors formally assess progress, set action plans, and provide structured guidance. The eMORA serves as a key tool for monitoring clinical performance, offering timely formative and summative feedback from practice supervisors, placement assessors, and academic assessors. The student handbook outlines multiple feedback opportunities, including module evaluations, personal academic tutor support, and employer monitoring reviews, ensuring students receive individualised guidance on both theoretical and practical learning. Additionally, the Partnership Agreement and FHES Resource Document confirm that practice learning partners are aligned with UON's expectations in delivering high-quality supervision and structured feedback. Evidence of student reflection on feedback, such as self-reflection logs and action plans, show how feedback is used by students for further reflection and action planning. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 4.4 to enable the NMC standards to be met.

38. The visitor team considered a range of evidence for Standard 4.5 including safe mediate procedure documents and associated presentations and module specifications and met with the following groups of stakeholders - academic teams and students. The SafeMedicate system is embedded throughout the programme, providing students with an interactive, structured, and progressive learning resource for developing dosage calculation and IV infusion skills. Students complete six modules over three years, with access to unlimited practice tests and summative assessments that require a 100% pass mark. The module specifications indicate that numeracy testing is a zero-credit, pass/fail component, meaning students must demonstrate full competency to progress. Furthermore, students have multiple opportunities to re-sit if they do not pass initially, but failure to achieve 100% within the allotted attempts results in ineligibility for a midwifery award, thereby ensuring compliance with NMC standards. Additionally, numeracy and medicines management assessments are reinforced through clinical skills sessions and simulation-based learning, ensuring application in practice settings. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 4.5 to enable the NMC standards to be met.

39. The visitor team considered a range of evidence for Standard 4.6 including the apprentice training plan and the eMORA documentation and met with the following groups of stakeholders - senior staff, partnership representatives and students. The eMORA serves as the primary tool for tracking clinical competency, practice hours, and formative and summative assessments, with verification from PAs and AAs to confirm students meet the required proficiencies. The eMORA Context Document provides further detail on the assessment framework, ensuring students develop the necessary competencies before being recommended for registration. Additionally, the LME's Recommendation Process explicitly outlines the final sign-off procedure, which includes verification of practice assessment, case loading, completion of required EU birth logs, and theory hours before students are declared fit for NMC registration. The Partnership Agreement ensures collaboration between the UON and clinical partners, supporting structured assessment throughout placements. The visitor team was able to confirm that these arrangements are operational in meetings with the senior team and the PAs and PSs. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 4.6 to enable the NMC standards to be met.

40. The visitor team considered a range of evidence for Standard 4.7 including the course specification and module specifications, together with the apprenticeship plan and mapping documents and met with the following groups of stakeholders - senior staff, PSs, PAs and students. The eMORA for the three-year undergraduate programme and the Final apprenticeship eMORA Context Document confirm a structured competency assessment framework, tracking students' progress across all required proficiencies, skills, and requirements. The Apprenticeship Training Plan outlines the integration of workplace-based learning with academic assessment, reinforcing the recording of competencies and proficiency tracking. Additionally, the Apprenticeship Standards to Modules Mapping KSBs document explicitly links KSBs to specific programme modules, demonstrating a clear pathway to meeting all NMC proficiencies. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 4.7 to enable the NMC standards to be met.
41. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met.

## 5: Qualification to be awarded

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

### Findings

42. The visitor team considered a range of evidence for Standard 5.1 including course regulations, the course specification, the UON website and the apprenticeship handbook and met with the following groups of stakeholders - senior staff and academic teams. The pre-registration midwifery course award is clearly identified in all course documentation as BSc (Hons) Midwifery. Apprentices failing to achieve 360 credits over the three years will not be entitled to a degree in midwifery and will not be eligible for registration with the NMC. The UON webpage for all BSc (Hons) Midwifery degree courses details the minimum qualification students are able to achieve, under the 'Professional Body' section. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 5.1 to enable the NMC standards to be met.
43. The visitor team considered a range of evidence for Standard 5.2 including the student award letter and the student handbook and met with the following groups of stakeholders - senior staff, students and academic teams. The UON advises apprentices at the point of awarding the qualification of their eligibility to register with the NMC, and the award letter contains information relating to registering with the NMC within five years of completion of their course. The course team advised the visitor team that students are made explicitly aware of this condition of registration within the student course handbook during their course, and through the end of course apprentice declaration and confirmation form. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 5.2 to enable the NMC standards to be met.
44. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

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