



Nursing and Midwifery Council

Major Modification Report for pre-registration midwifery qualification:

Pre-registration Midwifery

Bournemouth University

February 2026

QA Link reference number: 160125131239-M

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Key institutional and programme details

AEI Institution Identifier [UKPRN]	10000824
Address of main programme delivery	Bournemouth University Faculty of Health and Social Sciences Bournemouth Gateway Building St Paul's Lane Bournemouth BH8 8GP England
Satellite site details	Existing Satellite Site: Portsmouth Midwifery Campus Unit 103 1000 Lakeside North Harbour Western Road Cosham Portsmouth PO6 3EN England New Satellite Sites: N/A
Partnership site details	N/A
Endorsement details	N/A
Name of new employer partners for apprenticeships	N/A, this is not an apprenticeship route
Event type	Major modification
Proposed programme start date	13 September 2026
Date of activity	Desk-based review: 3 February 2026
Visitor team	Registrant Visitor: Mrs Natasha Carr

Name of current programme under scrutiny					
NMC programme title	AEI programme title(s) (in full)	Academic level(s)	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"/>

Titles of amended and/or additional programme(s) following modification

There have been no amendments or additions to programme titles.

Exit awards that lead to NMC registration

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

Introduction

Quality assurance (QA) activity is undertaken for the specific purpose of making recommendations to the Nursing and Midwifery Council (NMC) in relation to the approval or modification of the above-named programme(s). QA activity follows processes outlined in the relevant handbooks. These handbooks provide guidance for Approved Education Institutions (AEIs) on quality assurance activities that the QAA (Quality Assurance Agency) performs as the quality assurance service provider (QASP) for the NMC. These can be found [here](#).

QA activity involves desk-based analysis of the AEI's self-evaluation narrative and documentary evidence which will inform the decision of the visitor/s on whether each of the NMC programme standards in Part 3 have been met. To facilitate decision making, NMC visitors are able to request further information, evidence or clarification. All narrative and evidence submitted by the AEI is reviewed by the visitor/s, with the event then providing the opportunity for triangulation of evidence. A list of all evidence reviewed which has supported decision making is provided within this report.

QA activity will take into consideration the input of a range of stakeholders such as students, people who use services and carers (PSCs), employer partners (EPs), practice learning partners (PLPs), the programme team and senior managers.

The AEI has already been through quality assurance gateway processes that have provided assurance that all Part 1: Standards framework for nursing and midwifery education (SFNME) (NMC 2018, updated 2023) and Part 2: Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) have been met.

Part 3 is contextualised for the programme under scrutiny and provides the AEI an opportunity to provide evidence of how Part 1 and Part 2 continue to be met. Part 1 and Part 2 will therefore be referred to as appropriate.

For programme approvals, all standards within Part 3: Standards for pre-registration midwifery programmes (NMC, 2019, updated 2023) are reported upon. For major modifications, only those Part 3 standards impacted by the modification are reported upon.

A draft report is shared with the AEI for the purposes of confirming factual accuracy before the report is finalised. All decisions at the event are provisional until ratified by the NMC. No students or apprentices should be enrolled onto any of the programmes under consideration until the AEI receives written confirmation of approval from the NMC.

This modification was undertaken as a desk-based review in February 2026.

Context

This modification review was undertaken to consider proposed curriculum changes to the BSc (Hons) Midwifery programme at Bournemouth University (BU). The purpose of the modification was to enhance programme coherence and ensure continued alignment with the contemporary role of the midwife in the 21st century. The proposed changes included the redistribution of some intended learning outcomes (ILOs) between modules to support clearer alignment of content across the programme, alongside minor revisions to the wording of selected ILOs to improve clarity for students.

At Level 6, the modification introduced the development of a new module focused on care planning and decision making, achieved through the consolidation of ILOs from two existing modules into a single unit. This structural adjustment utilised existing learning outcomes and

did not alter overall programme learning outcomes. Assessment changes were limited and included the introduction of an oral assessment within the new Level 6 module, recognising the evolving impact of artificial intelligence in academic assessment.

Across Levels 4 and 5, minor redistribution and re-wording of ILOs were undertaken to support programme coherence. In addition, the numeracy and medication calculation assessment was repositioned as a programme requirement rather than being attached to a specific module. The medications examination is introduced at Level 4, developed and practised within a Level 5 unit, and formally assessed at Level 6 as a programme requirement.

Development of the modification proposal was informed through stakeholder engagement and co-production activity, including consultation with PLPs, students, and PSCs. Stakeholder feedback informed curriculum development discussions and refinement of the proposed changes, with ongoing partnership working supporting programme delivery and review.

This review was undertaken through a desk-based process and therefore did not include meetings with stakeholder groups. Judgements were reached through a comprehensive documentary analysis of the evidence submitted.

The **final recommendation** made by the visitor to the NMC is as follows:

The modified programme is recommended 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

This report addresses only those standards identified as within scope.

The visitor reviewed a comprehensive range of evidence to inform this report, including university policies, programme specifications, module records, programme handbooks, mapping documents, and practice assessment documents (PADs). A full list of the evidence considered by the visitor is at the back of this report.

The accompanying table sets out a concise summary of the curriculum and practice learning requirements for the programme under scrutiny.

<p>Overview of course structure and curriculum</p>	<p>The BSc (Hons) Midwifery programme consists of 360 credits delivered across three academic years, comprising 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6. Each year consists of 120 credits, which balance theory and practice.</p> <p>Part 1 includes six core modules of 20 credits each, which balance theory and practice. All modules are compulsory and provide the foundational knowledge, skills and professional values required for safe and effective midwifery practice. Practice learning is closely integrated with university-based study to support the development of fundamental clinical competencies.</p> <p>Parts 2 and 3 follow the same 120 credit structure, which balance theory and practice. These parts build on the foundations established in Part 1, with increasing complexity, autonomy and leadership expectations in both academic and clinical settings.</p> <p>A shared 20-credit interprofessional learning (IPL) module is included in Parts 2 and 3 to promote excellence in collaborative practice and prepare students to work effectively within multidisciplinary maternity and healthcare teams. The specific midwifery modules enable students to consolidate clinical proficiency and develop skills in coordination of care, decision-making and professional accountability. Research and evidence-based practice is threaded throughout the curriculum, progressively developing students' critical thinking and ability to apply contemporary evidence to maternity care. The curriculum is underpinned by six recurring key themes that shape one module in each year, creating a spiral structure to learning. This enables students to revisit and deepen key concepts as they progress through the programme while maintaining a clear and coherent structure across all three years.</p> <p>The programme totals 4,800 hours, comprising an overall balance of 2,400 theory hours and 2,400 practice learning hours, evidencing an approximately equal balance of theory and practice learning delivered using a range of learning and teaching strategies.</p> <p>Part 1 of the programme is delivered across 42 weeks and consists of 1,575 hours (825 theory hours and 750 practice learning hours).</p> <ul style="list-style-type: none"> • 22 weeks of theory-based learning, delivered across 37.5 hours per week, totalling 825 hours • 20 weeks of practice learning, based on a 37.5 hour week, totalling 750 hours. <p>Part 2 of the programme is delivered across 43 weeks and consists of 1,612.5 hours (862.5 theory hours and 750 practice learning hours).</p> <ul style="list-style-type: none"> • 23 weeks of theory-based learning, delivered across 37.5 hours per week, totalling 862.5 hours • 20 weeks of practice learning, based on a 37.5 hour week, totalling 750 hours.
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	<p>Part 3 of the programme is delivered across 43 weeks and consists of 1,612.5 hours (712.5 theory hours and 900 practice learning hours).</p> <ul style="list-style-type: none"> • 19 weeks of theory-based learning, delivered across 37.5 hours per week, totalling 712.5 hours • 24 weeks of practice learning, based on a 37.5 hour week, totalling 900 hours.
<p>Overview of practice learning requirements</p>	<p>Students are required to support and care for women during pregnancy, undertaking no less than 100 antenatal examinations. Students are expected to undertake as a guide:</p> <ul style="list-style-type: none"> • 20 antenatal examinations in Part 1 • 35 antenatal examinations in Part 2 • 45 antenatal examinations in Part 3. <p>Students are required to support and care for women in labour and conduct the birth, and the guidance is:</p> <ul style="list-style-type: none"> • five births in Part 1 • 15 births in Part 2 • 20 births in Part 3. <p>Students are required to support and care for no less than 100 women postnatally. Students are expected to undertake as a guide:</p> <ul style="list-style-type: none"> • 20 postnatal examinations in Part 1 • 35 postnatal examinations in Part 2 • 45 postnatal examinations in Part 3. <p>Students are required to support and care for no less than 100 healthy newborn infants. Students are expected to undertake as a guide:</p> <ul style="list-style-type: none"> • 20 neonatal examinations in Part 1 • 35 neonatal examinations in Part 2 • 45 neonatal examinations in Part 3. <p>Students are required to develop the knowledge, skills and behaviours needed to support and care for no less than 40 women who have additional care needs or develop complications across pregnancy, labour, and the postnatal period. This experience is recorded within practice documentation systems, including designated 'additional care' fields within the electronic midwifery ongoing record of achievement (eMORA).</p>

1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:

1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI.	Met
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The visitor confirmed through documentary analysis that a lead midwife for education (LME) is appointed within BU with responsibility for midwifery education. Assurance is provided through regulatory and institutional evidence demonstrating organisational recognition of the role. This includes institutional confirmation provided through documentary correspondence from the compliance team, evidencing formal acknowledgement of the appointment and the role's responsibilities within BU.

1.2 inform the NMC of the name of the lead midwife for education.	Met
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The visitor confirmed through documentary analysis that the NMC has been formally informed of the appointed LME. The role holder is recorded on the NMC website as the designated LME, providing regulatory assurance that the appointment has been appropriately notified to the regulator.

1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes.	Met
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Not in scope in relation to this major modification.

1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education.	Met
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Not in scope in relation to this major modification.

<p>1.5 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>	Met
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Not in scope in relation to this major modification.

1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes.	Met
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The visitor was assured through documentary analysis that students are supported throughout the programme to continuously develop their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes. Programme documentation evidences mapped learning skills development across all levels, with learning skills threads demonstrating how literacy, English language, numeracy, and information technology skills are embedded and progressively developed through the curriculum. Further assurance was offered through the programme specification, which outlines a spiral curriculum design incorporating structured opportunities for students to build capability over time, supported by defined academic frameworks and learning support structures.

<p>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.</p>	<p>Met</p>
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Not in scope in relation to this major modification.

<p>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.</p>	<p>Met</p>
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Not in scope in relation to this major modification.

<p>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, and</p>	<p>Met</p>
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Not in scope in relation to this major modification.

<p>1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult).</p>	<p>Met</p>
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Not in scope in relation to this major modification.

<p>The visitor concludes that the AEI has met Standard 1: Selection, admission and progression.</p>

2: Curriculum

Approved education institutions, together with practice learning partners, must:

2.1 ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	Met
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Not in scope in relation to this major modification.

2.2 comply with the NMC Standards for student supervision and assessment.	Met
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Not in scope in relation to this major modification.

2.3 ensure that programme learning outcomes reflect the Standards of proficiency for midwives.	Met
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The visitor confirmed that programme learning outcomes reflect the NMC Standards of proficiency for midwives (SoPM) (NMC, 2019, redesigned 2024). Curriculum and assessment documentation demonstrates mapping of the programme content, modules, and assessment strategies to the required proficiencies. Programme overview and module specification documentation demonstrates how learning outcomes are structured and delivered across the programme. Further assurance was offered through the eMORA, which details the required proficiencies by level and highlights progressive achievement across the programme, with confirmation that all proficiencies are required to be achieved by the final year. Additional curriculum mapping was demonstrated through thematic threads, including reflection, self-care and teamworking, which are embedded across learning and teaching activity. Assessment documentation, including specialist screening and examination components, also further evidences how proficiency requirements are operationalised and assessed in practice and academic contexts.

2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes.	Met
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The visitor reviewed evidence that demonstrated that women, partners, families, and advocacy groups are involved in the design, development, delivery, and evaluation of the programme. Curriculum consultation and stakeholder engagement documentation highlights extensive consultation activity undertaken during curriculum development, including engagement with PSCs, advocacy groups, students, alumni and PLPs, with consultation events recorded and findings informing curriculum workshop activity. Programme documentation further demonstrates a partnership model approach, recognising the contribution of PSCs and PLPs to student learning experiences through established collaborative frameworks. Ongoing involvement is evidenced through programme governance structures, including programme team management meetings and midwifery forum activity, which bring together student representatives, PLPs, PSCs and academic staff to support programme development and evaluation. PLP engagement is further demonstrated through practice academic link meetings, enabling discussion of practice learning experiences, assessment and the integration of theory and practice. Additional assurance is provided through stakeholder participation in programme delivery, including live and recorded teaching contributions designed to support inclusive engagement, and involvement in simulated assessment activity alongside academic staff. Mechanisms for evaluation are evidenced through structured feedback processes, including digital survey tools completed following teaching sessions.

2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language.	N/A
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Not applicable to this major modification.

2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice.	Met
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Not in scope in relation to this major modification.

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.	Met
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Not in scope in relation to this major modification.

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.	Met
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The visitor reviewed documentary evidence that confirmed that the curriculum is designed to provide an equal balance of 50% theory and 50% practice learning, supported by a range of learning and teaching strategies. Curriculum planning documentation, including year plans and programme hour allocation, demonstrated that the programme comprises a total of 4,800 hours, with 2,400 hours allocated to theory and 2,400 hours to practice learning, evidencing the required 50:50 balance across the programme. Further assurance was offered through learning, teaching and assessment documentation which evidences the use of diverse assessment methods across the curriculum. This includes written academic work, reflective assessments, presentations, examinations, digital submissions, simulated assessments, and practice-based evaluation, collectively demonstrating a breadth of approaches designed to assess a range of knowledge, skills, and professional behaviours. Documentation also indicated that this range of assessment and learning strategies is intended to support varied learning needs and to develop transferable skills relevant to professional practice.

<p>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:</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>	Met
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The visitor was assured through a review of the programme documentation that the pre-registration midwifery programme is of sufficient length to enable students to meet the NMC SoPM and programme learning outcomes. Curriculum documentation confirms that the full-

time programme is delivered over three academic years and comprises 4,800 hours in total. The visitor was assured that the programme length and structure provide sufficient time and opportunity for students to achieve the required proficiencies and outcomes across both academic and practice learning settings.

The visitor concludes that the AEI has met Standard 2: Curriculum.

3: Practice learning

Approved education institutions, together with practice learning partners, must:

3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives.	Met
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Not in scope in relation to this major modification.

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.	Met
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Not in scope in relation to this major modification.

3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multiagency team working.	Met
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The visitor was assured through the review of programme documentation that students were provided with learning opportunities to enable them to achieve proficiencies related to interdisciplinary and multiagency team working. Curriculum documentation, including module specification material, evidenced theoretical preparation for interdisciplinary collaboration within midwifery practice and offered assurance. The visitor identified leadership practice learning opportunities, including a dedicated leadership opportunity designed to expose students to multiagency working across organisational contexts. Learning outcomes for this experience were clearly articulated within the eMORA, providing clarity regarding the interdisciplinary and collaborative proficiencies to be achieved. Oversight and coordination of this experience is supported through a designated leadership lead who liaised with PLPs to ensure practice learning opportunities aligned with intended outcomes. Students are formally allocated to leadership practice learning experiences and were provided with structured guidance regarding expected activities, with reflective learning documented and monitored through the eMORA. Academic learning is integrated through a linked leadership focused module which supported students in contextualising their interdisciplinary experiences and evidencing learning through reflective assessment.

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.	Met
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Not in scope in relation to this major modification.

<p>3.5 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>	Met
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<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>	
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Not in scope in relation to this major modification.

3.6 ensure students gain experience of leadership and team working with different maternity providers.	Met
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Not in scope in relation to this major modification.

3.7 provide students with learning opportunities to experience midwifery care for a diverse population across a range of settings, including midwifery led services.	Met
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Not in scope in relation to this major modification.

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.	Met
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The visitor confirmed through documentary analysis of programme documentation that learning opportunities are provided to enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants where complications and additional care needs arise. Curriculum documentation, including module specifications, evidences module learning outcomes and the visitor was assured that the teaching content is designed to prepare students to recognise and respond to complex care needs across the continuum of care. This includes learning relating to physical, psychological, social, cultural and spiritual factors that may influence care provision. The eMORA, including practice learning experience information provided to students, demonstrated structured exposure to practice learning experiences where such complexities may be encountered and managed.

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.	Met
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Not in scope in relation to this major modification.

3.10 ensure students experience the range of hours expected of practising midwives.	Met
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Not in scope in relation to this major modification.

3.11 ensure students are supernumerary.	Met
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Not in scope in relation to this major modification.

The visitor concludes that the AEI has met Standard 3: Practice learning.

4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:

4.1 provide support, supervision, learning opportunities and assessment that complies with the NMC Standards framework for nursing and midwifery education.	Met
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Not in scope in relation to this major modification.

4.2 provide support, supervision, learning opportunities and assessment that complies with the NMC Standards for student supervision and assessment.	Met
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Not in scope in relation to this major modification.

4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes.	Met
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Not in scope in relation to this major modification.

4.4 provide students with constructive feedback throughout the programme to support their development.	Met
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Not in scope in relation to this major modification.

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.	Met
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The visitor was assured through the review of programme documentation that the curriculum includes a specific focus on numeracy assessment related to midwifery proficiencies and the calculation of medicines, with a requirement for students to achieve a score of 100%. Module specification documentation evidenced structured medicines management and numeracy development across the programme, including dedicated learning and assessment within pharmacology focused modules. Further evidence demonstrated progressive development of medicines calculation skills, with students introduced to medicines management and numeracy in early practice learning experiences and supported through technology enhanced learning platforms designed to build proficiency in the calculation of medicines. Developmental assessment opportunities were evident at intermediate stages of the programme, including simulated assessment activity incorporating medicines calculation. Programme documentation confirmed that in the final year students are required to successfully complete a numeracy and medicines calculation assessment with a 100% pass requirement, undertaken in the period immediately prior to qualification. Additional assurance was provided through the eMORA, which evidenced medicines management and calculation proficiencies being assessed within practice learning across antenatal, intrapartum, and postnatal care. Curriculum mapping documentation further demonstrated that numeracy development is embedded across programme levels through learning skills frameworks, with access to academic support resources available to students to support achievement.

4.6 assess students to confirm proficiency in preparation for professional practice as a midwife.	Met
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Not in scope in relation to this major modification.

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.	Met
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Not in scope in relation to this major modification.

The visitor concludes that the AEI has met Standard 4: Supervision and assessment.
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5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:

5.1 ensure that the minimum award for a pre-registration midwifery programme is a bachelor's degree.	Met
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Not in scope in relation to this major modification.

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.	Met
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Not in scope in relation to this major modification.

Standard 5: Qualification to be awarded was not in scope for this major modification and therefore remains unchanged.

Conditions and recommendations

Conditions

No conditions have been set.

Recommendations for enhancement

No recommendations have been set.

Areas for future monitoring

No areas for future monitoring have been identified.

The **final recommendation** made by the visitor to the NMC, following consideration of the AEI's response to any conditions set, is therefore as follows:

The modified programme is recommended 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.

Evidence list

The following documentation was provided by the AEI as evidence for review by the visitor:

Key Documentation	Yes	No
Appropriate AEI policies, procedures and guidance (for example: EDI strategy; RPL policy/procedure; raising and escalating concerns processes; fitness to practise policy; whistleblowing etc)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme proposal overview document, including rationale and co-production	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CVs) for relevant staff to confirm NMC registration where required and to demonstrate adequate resources for safe and effective programme delivery, including LME details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Agreements with PLPs and EPs that they will support the programme and support supernumerary status for students in accordance with requirements of programme standards	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Evidence of PSC involvement in programme design, delivery and evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme planner (indicating where theory and practice hours are achieved)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme handbook(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping of programme learning outcomes against module learning outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping against Part 3: Standards for pre-registration midwifery programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping of programme outcomes against NMC Standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student-facing supporting documentation/VLE site	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment information for students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning allocation information	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation (PAD)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Midwifery ongoing record of achievement (MORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook/information for practice supervisors and practice assessors specific to the programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Academic assessor focused information specific to the programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated NO, above, please provide the reason and mitigation:		
The items identified in the list as not reviewed are linked to Standards that were outside the scope of the modification. As those Standards were not impacted, the associated documentation was not assessed.		
List additional evidence: N/A		
Additional comments: N/A		

During the event, the visitor engaged with the following:

	YES	NO
Senior managers of the AEI with responsibility for resources for the programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated PLPs and EPs with responsibility for resources for the practice learning experiences within the programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme delivery team	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Academic assessors	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice staff representatives (practice leads/practice supervisors/practice assessors)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Representatives for PSCs	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student representatives	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated NO above, please provide the reason and mitigation:		
This was a desk-based activity, therefore requiring analysis of narrative and documentation only.		
Additional comments: N/A		

FINAL REPORT			
	Name	Position	Date
Author	Natasha Carr	Registrant Visitor	27.02.2026
QAA Officer	Claire Langman	QAA Officer	27.02.2026

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