



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

**Pre-registration midwifery qualification leading to:
Pre-registration Midwifery**

University of West of Scotland

November 2025

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	University of West of Scotland School of Health and Life Sciences University Campus Paisley High Street Paisley Ayr PA1 2BE Scotland				
AEI Institution Identifier [UKPRN]	10007800				
Name and location of programme delivery partner(s) if not the AEI noted above	N/A				
Name of new employer partners for apprenticeships	N/A: this is not an apprenticeship route				
Approval type	Major modification				
Name of programme					
NMC programme title	AEI programme title (in full)	Academic level(s)	Apprentice-ship	Full-time	Part-time
Pre-registration Midwifery	BSc Midwifery	Scotland <input checked="" type="checkbox"/> Level 9	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Interim awards available There are no interim awards for this qualification that lead to NMC registration	
Proposed programme start date	14 September 2026
Standard(s) under assessment	<input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for pre-registration midwifery programmes Note that the AEI has taken an institutional approach to Part 2: Standards for student supervision and assessment and therefore compliance with Part 2 has been confirmed through a previous review.
Date of visit	Desk-based review: 20 November 2025
Visitor team	Registrant Visitor: Dr Rachael Spencer

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.

This modification was undertaken as a desk-based review in November 2025 with a decision to approve.

Context for the review

This desk-based modification review was undertaken to consider proposed changes to the BSc Midwifery programme delivered by the University of West of Scotland (UWS). UWS is implementing university-wide academic restructuring to introduce professional development modules across all undergraduate programmes and has used this opportunity to refresh the midwifery curriculum following internal evaluation and student feedback. The proposed modification includes restructuring large integrated modules into smaller credit-bearing theory and clinical practice modules, updating learning outcomes and assessment strategies and incorporating the new professional development modules.

UWS described a programme of co-production informing the modification, drawing on feedback from students, practice learning partners (PLPs) and people who use maternity services and their carers (PSCs). Stakeholder input was gathered through annual curriculum review activity, cohort meetings with students, consultation events relating to the professional development modules and engagement through the programme steering group, which includes representation from PLPs, PSCs and students from different stages of the existing programmes. UWS reported that stakeholder contributions informed decisions on the revised module structure, sequencing of learning, assessment design, and the integration of the professional development modules.

As this was a desk-based review, the visitor did not meet with stakeholders. UWS submitted documentation summarising the engagement undertaken during programme redevelopment,

which the visitor considered as part of the evidence base for determining how the proposed changes meet the requirements of the Standards for pre-registration midwifery programmes (NMC, 2019, updated 2024).

The **final recommendation** made by the visitor to the NMC, 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 following the visit was 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.

Conditions

Conditions				
No.	Condition details	Specific standard not met	NMC only/ Joint	AEI/EI only
	None			

Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard	NMC only/ Joint	AEI/EI only
R1	UWS is advised to strengthen the monitoring of the effectiveness of student practice learning allocations as the new programme structure is implemented. While the established allocation and oversight mechanisms provide assurance that the breadth of required practice learning opportunities can be achieved, it is recommended that UWS should monitor that evaluations fully reflect the range of experiences available. Enhancing monitoring processes will support continued assurance that all students consistently access the full spectrum of learning opportunities across diverse settings and maternity providers.	Standard 3.7	NMC only	

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

Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Details	Specific standard	NMC only/ Joint
GP1	UWS demonstrates a comprehensive and inclusive programme-monitoring framework, characterised by a highly responsive mid-point module evaluation process that enables real-time enhancement of live modules. This agile, student-centred approach is supported by regular cohort surgeries, staff-student	Standard 2.1* [*SFNME 3.18 and 4.9]	NMC only

	<p>liaison activity and structured feedback mechanisms, providing multiple opportunities for students, staff, PLPs and PSCs to contribute to programme development. Collectively, these arrangements demonstrate a robust and proactive monitoring framework that meaningfully influences ongoing module delivery and supports continuous enhancement of the student experience.</p>		
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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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.2	Inform the NMC of the name of the lead midwife for education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.3	Ensure recognition of prior learning is not permitted for pre-registration midwifery programmes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.4	Ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.5	<p>Confirm on entry to the programme that students:</p> <p>1.5.1 meet the entry requirements for the programme as set out by the AEI and are suitable for midwifery practice</p> <p>1.5.2 demonstrate an understanding of the role and scope of practice of the midwife</p> <p>1.5.3 demonstrate values in accordance with the Code</p> <p>1.5.4 have capability to learn behaviours in accordance with the Code</p> <p>1.5.5 have capability to develop numeracy skills required to meet programme outcomes</p> <p>1.5.6 can demonstrate proficiency in English language</p> <p>1.5.7 have capability in literacy to meet programme outcomes</p> <p>1.5.8 have capability to develop digital and technological literacy to meet programme outcomes.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.6	Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.7	Ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC Guidance on health and character. This includes satisfactory occupational health assessments and criminal record checks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.8	Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully.				
1.9	Ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>

1. Arrangements for Selection, admission and progression for the programme have not changed as a result of the modification and therefore this standard was not considered.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.3	Ensure that programme learning outcomes reflect the Standards of proficiency for midwives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.5	Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.6	Design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Ensure technology and simulated learning opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment, including where practice scenarios occur infrequently, and a proficiency is required.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Design curricula that provide an equal balance of 50 per cent theory and 50 per cent practice learning, using a range of learning and teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	<p>Ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, by meeting the following criteria:</p> <p>2.9.1 ensure that all pre-registration midwifery programmes meet the equivalent minimum programme length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours, or</p> <p>2.9.2 where a student is already registered with the NMC as a registered first level nurse (adult), education and training as a midwife shall be a minimum of two years, which consists of a minimum of 3,600 hours, or</p> <p>2.9.3 where a student is already registered with the NMC as a registered first level nurse (adult), education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Curriculum requirements

The programme is delivered over three academic years, awarding 360 credits aligned with the Scottish Credit and Qualifications Framework (SCQF), with 120 credits at SCQF Level 7, 120 credits at SCQF Level 8 and 120 credits at SCQF Level 9. The programme totals 4,608 hours demonstrating a curriculum balance comprising 2,304 hours of theory and 2,304 hours of practice learning hours.

Year 1 of the programme is delivered across 40 weeks and consists of 1,440 hours (720 theory hours and 720 practice learning hours):

- 20 weeks of theory based on a 36-hour week, totalling 720 hours
- 20 weeks of practice learning based on a 36-hour week, totalling 720 hours.

Year 2 of the programme is delivered across 44 weeks and consists of 1,584 hours (792 theory hours and 792 practice learning hours):

- 22 weeks of theory based on a 36-hour week, totalling 792 hours
- 22 weeks of practice learning based on a 36-hour week, totalling 792 hours.

Year 3 of the programme is delivered across 44 weeks and consists of 1,584 hours (792 theory hours and 792 practice learning hours):

- 22 weeks of theory based on a 36-hour week, totalling 792 hours
- 22 weeks of practice learning based on a 36-hour week, totalling 792 hours.

Reflective activity is included within the practice learning hours, and UWS confirms that no compensation is permitted across modules within the programme.

Findings

2. UWS is undertaking a university-wide structural modification to integrate new professional development modules across all undergraduate programmes and to refresh the BSc Midwifery curriculum. The visitor confirmed that Standards 2.2, 2.4, 2.5, 2.9.2 and 2.9.3 were not impacted by the proposed modification and remain unchanged. Additional clarification was requested to provide assurance in relation to Standards 2.1, 2.3, 2.6, 2.7 and 2.9.1, specifically regarding programme monitoring processes, module redevelopment, simulated and practice learning expectations, and the calculation, monitoring and distribution of programme hours.
3. In considering Standard 2.1, the visitor reviewed documentary evidence that confirms governance and quality processes continue to meet the NMC Standards framework for nursing and midwifery education (SFNME) (NMC, 2018; updated 2023). UWS demonstrates that these arrangements remain effective within the context of the proposed programme modification. Programme documentation evidences that the monitoring of practice learning environments is maintained through regular educational audits, with established systems for escalation and follow-up where risks to student learning or wellbeing are identified. This provides assurance that the governance mechanisms underpinning practice learning continue to operate appropriately. The modification has been developed through sustained and inclusive stakeholder engagement. Evidence shows that the programme was co-produced with students, PLPs, academic staff and PSCs. Consultation activities included cohort meetings, staff-student liaison groups, programme review meetings and programme steering group discussions. The steering group, which includes PSC representatives, PLPs, current students and alumni, considered feedback and

informed decisions on the revised programme structure and module developments. Dates of meetings provided confirm regular engagement throughout the modification process. Mechanisms for gathering and acting upon feedback across the academic cycle, including mid-point and end-point module evaluations, cohort surgeries and ongoing liaison with PLPs, support continuous enhancement of the programme. The use of mid-point module evaluations enables timely adjustments within live modules and contributes to the responsiveness of programme-monitoring arrangements. Overall, the evidence demonstrates clear, systematic, and collaborative governance processes, with effective co-production involving PSCs and other key stakeholders in shaping the proposed modification. This represents notable practice, reflected in **good practice (GP1)** indicating UWS's comprehensive and inclusive programme-monitoring framework, characterised by its responsive mid-point evaluation process and multiple structured opportunities for students, staff, PLPs and wider stakeholders to contribute to programme development, supporting continuous enhancement of the student experience.

4. In reviewing Standard 2.3, the visitor considered evidence that supported the proposed revised modular structure for the programme, incorporating institution-wide professional development modules and separating theory, clinical skills, and practice learning content. The visitor reviewed module descriptors for the professional development modules which clearly articulate the aims, learning outcomes and assessment approaches, and programme mapping demonstrates alignment with the NMC Standards of proficiency for midwives (SoPM) (NMC, 2019) and illustrating the restructuring of the previous 40-credit essential midwifery practice module into discrete theory, skills and clinical practice component. Evidence of staff-student consultation demonstrates that students contributed meaningfully to the design and refinement of the modules, influencing content, emphasis, and structure. The visitor confirmed that the revised modular approach offers clearer progression through theory, skills development, and practice learning, supporting coherent delivery of programme outcomes.
5. In considering Standard 2.6, the visitor reviewed programme documentation and additional evidence relating to programme design, practice learning structure and pre-first practice learning experience (PLE) preparation. The evidence reviewed demonstrates that the programme is designed and delivered to support students and to provide relevant and ongoing exposure to midwifery practice across the duration of the programme, including approximately 64 weeks of PLE distributed across all parts of the programme to support progressive and sustained engagement across the maternity pathway. Programme documentation and mapping confirmed that practice learning is integrated with theory and simulated learning, enabling students to rehearse and consolidate key skills and decision-making and to support exposure to complex and high-risk situations. The evidence reviewed further demonstrated that students are supported within practice learning environments by practice assessors (PAs), practice supervisors (PSs) and academic assessors (AAs) in accordance with the NMC Standards for student supervision and assessment (SSSA) (NMC, 2019; updated 2023), providing continuity of support, feedback and progression across diverse practice learning experiences. The evidence confirmed that defined pre-first PLE preparation, including mandatory training and statutory clearances, is required prior to commencing practice learning, and that completion is monitored through the practice learning management system to ensure safe and timely access to PLEs. The programme has established arrangements for monitoring, retrieval and recovery, including regular follow-up and catch-up sessions, to minimise disruption and support continuity of practice learning engagement. Overall, the evidence reviewed provides assurance that the programme's design and delivery support students effectively and

facilitate relevant, sustained and progressive exposure to midwifery practice across the programme.

6. In considering Standard 2.7, the visitor noted UWS's confirmation that all practice hours within the programme are undertaken in approved clinical practice settings. UWS explained that simulated learning experiences are designed to support and enhance student learning, particularly in relation to infrequent or high-risk scenarios, but do not contribute towards the required clinical practice hours. Only time spent in approved practice learning environments is counted towards the total practice learning hours. The visitor was assured that UWS uses simulation and technology-enhanced learning in a proportionate and pedagogically sound way, aligned to programme learning outcomes and the development of required midwifery proficiencies.
7. In considering Standard 2.8, the visitor reviewed the gateway mapping and programme specification, which set out the programme's learning, teaching and assessment strategy. The evidence reviewed demonstrates that a range of learning, teaching and assessment approaches is used across the curriculum, including synchronous and asynchronous sessions, simulated learning, practice-based learning, guided independent study and a variety of formative and summative assessment methods, to support the development and assessment of midwifery proficiencies. The gateway mapping reviewed confirmed that the curriculum is designed to deliver an equal balance of theory and practice learning, with a planned split of 2,304 hours of theory and 2,304 hours of practice across the programme, maintaining the required 50:50 balance. To support assurance, the visitor sought clarification regarding a reference to option modules within programme documentation, and the programme team confirmed that there are no optional modules within the programme, assuring the visitor that all students follow the same coherent learning trajectory and experience parity of learning and assessment. Overall, the evidence reviewed provides assurance that the curriculum is designed to deliver the required balance of theory and practice using a range of learning, teaching and assessment strategies.
8. In considering Standard 2.9.1, the visitor reviewed programme documentation which confirms that the programme meets the NMC requirements for minimum programme length and total learning hours. The evidence reviewed confirmed that the programme operates over a full 52 weeks per year, with theory and practice delivered over 64 weeks of scheduled activity across the programme. Each week comprises 36 hours of learning, resulting in a total of 2,304 hours of theory and 2,304 hours of practice learning. This provides a programme total of 4,608 hours, maintaining the required 50:50 split between theory and practice. Module specifications clearly articulate the allocation of learning hours across theory and practice, providing assurance that the programme is of sufficient length to enable students to meet the NMC SoPM and programme learning outcomes. Engagement with theory is monitored through established university systems, enabling early identification and support for students whose attendance or online engagement falls below required levels. For practice learning, the 36-hour practice week includes time for reflective activity, and the midwifery practice assessment document for Scotland (MPAD-S) outlines expectations for reflective practice across each part of the programme. Reflective activities are undertaken with the support of PSs or PAs and align with the NMC SSSA.
9. Based on the information made available, the visitor considers that UWS 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.3	Provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multiagency team working.	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.5	<p>Provide learning opportunities, across the whole continuum of care, that enables students to gain experience to:</p> <p>3.5.1 support and care for women during pregnancy, undertaking no less than 100 antenatal examinations</p> <p>3.5.2 support and care for no less than 40 women in labour and conduct the birth. Where 40 births cannot be reached owing to the lack of available women giving birth, it may be reduced to a minimum of 30, provided that the student is given the opportunity to assist with caring for an additional 20 women giving birth</p> <p>3.5.3 participate in the support and care of women in labour and conduct a breech birth. Where there are no opportunities in practice to gain experience of breech births, proficiency may be gained by simulated learning</p> <p>3.5.4 support and care for no less than 100 women postnatally and 100 healthy newborn infants</p> <p>3.5.5 develop the required knowledge, skills and behaviours needed to support and care for no less than 40 women who have additional care needs or develop complications including those related to physical, psychological, social, cultural and spiritual factors</p> <p>3.5.6 care for newborn infants requiring additional care or have complications, including in a neonatal unit and</p> <p>3.5.7 care for women across the life course with additional sexual and reproductive health needs.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Ensure students gain experience of leadership and team working with different maternity providers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Provide students with learning opportunities to experience midwifery care for a diverse population	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Practice learning requirements

UWS confirms that students are required to meet all practice learning requirements and that achievement of these requirements is monitored through the MPAD-S, practice learning allocation review, with oversight by AAs.

Students must undertake 100 antenatal examinations, support and care for at least 40 women in labour and conduct 40 births. The caveat that is in place for students not reaching 40 is not drawn upon in this programme.

Students must support and care for 100 women postnatally and 100 healthy newborn infants and must gain experience in supporting and caring for at least 40 women with additional care needs or complications across physical, psychological, social, cultural, and spiritual dimensions.

Findings

10. The proposed curriculum modification primarily affects the academic structure of the BSc Midwifery programme and does not alter the established practice learning arrangements in place with UWS's PLPs. As a result, the visitor confirmed that Standards 3.2, 3.4, 3.5 and 3.9-3.11 were not impacted by the modification and remain unchanged from the previous approval. However, additional clarification was sought for several standards within this section to provide assurance that the revised curriculum continues to support the breadth, sequencing and oversight of PLEs required for students to meet the NMC SoPM. Specifically, further information was requested in relation to Standards 3.1, 3.3, 3.6, 3.7 and 3.8, including the structure of practice learning training plans, recent completion data, the expansion of interprofessional learning, student experience across diverse maternity settings, and the mechanisms used to track progression in complex care proficiencies.

11. In considering Standard 3.1, the visitor reviewed evidence to support practice learning arrangements, which included the programme specification, the MPAD-S, and stakeholder engagement with PLPs and students demonstrating a structured and consistent approach to preparing and supporting students at the start of each PLE. The MPAD-S provides a standardised framework through an initial meeting and checklist that sets out learning objectives, assessment requirements, and support arrangements. PLPs described a coherent and consistent approach to supervision

and assessment across maternity settings, supported by the requirement for all PAs and PSs to complete the NHS Education Scotland preparation modules. Students reported receiving clear guidance at the outset of each PLE and identified their PAs and PSs as accessible and well prepared for their roles. The evidence confirms that supervision and assessment arrangements are applied reliably across sites. Programme documentation and PLP feedback indicate that students will continue to access a full range of midwifery PLEs across the childbirth continuum, with exposure to antenatal, intrapartum, postnatal, community and multidisciplinary settings. The evidence also demonstrated that students experience a breadth of learning opportunities that support progressive development of midwifery proficiencies. Programme data shows that students progress as expected, with delays occurring only where retrieval of absence or reassessment is required, and UWS confirms that whilst the caveat is in place for students where the minimum birth numbers cannot be met, it is not drawn upon in this programme. The monitoring arrangements set out in the MPAD-S provide clear oversight of student progress, supported by PAs, PSs, AAs, and practice education lecturers. The evidence reviewed provides assurance that UWS continues to offer equitable, high-quality, and appropriately varied practice learning opportunities, and that students are effectively supported to meet the NMC SoPM.

12. In reviewing Standard 3.3, the visitor reviewed programme documentation, including the programme specification and mapping, which demonstrates existing opportunities for students to learn with and from a range of professionals and agencies across a range of PLEs, and that will continue with the revised programme. The evidence also supports how students have the opportunity to regularly interact with multidisciplinary teams in community, acute and specialist maternity settings, supporting development of effective communication and collaborative working skills. UWS has articulated a planned expansion of interprofessional learning within the revised programme structure. The interprofessional learning action plan outlines scheduled opportunities for students to participate in interdisciplinary activities both in practice and on campus, including simulated major incident scenarios involving multiple professional groups and shared teaching and collaborative learning sessions with mental health nursing and paramedic science students. The plan sets out cohorts, implementation milestones, and evaluation arrangements to ensure impact is monitored. Evidence from co-production highlighted that students would welcome increased opportunities for structured interdisciplinary learning, and PLPs confirmed that enhanced interprofessional exposure will reflect the realities of contemporary maternity care. The revised planning complements the interprofessional engagement already experienced routinely within practice settings. The evidence provides assurance that UWS has clearly articulated arrangements to strengthen interprofessional and multi-agency learning across the programme.
13. In considering Standard 3.6, the visitor reviewed evidence demonstrating how UWS ensures that students gain experience of leadership and teamworking across different maternity providers. Students are allocated PLEs across a range of PLPs, providing exposure to a wide range of organisational structures, service delivery models, and multidisciplinary teams. The practice learning management system supports planned sequencing of PLEs to ensure students rotate across different providers and experience varied leadership approaches and teamworking practices. The evidence also demonstrates engagement with PLPs who confirmed that students are routinely involved in team briefings, handovers, governance activities, and multidisciplinary meetings, offering meaningful opportunities to observe leadership in practice and to contribute to collaborative care. Students reported that working across multiple maternity settings enhances their understanding of how leadership styles differ and how teams function within contrasting service contexts.

PSC representatives, engaged through programme steering structures, emphasised the importance of students developing confidence in communicating within teams that support person-centred care, reinforcing safe practice. Students evidence learning related to leadership, communication and teamworking within the MPAD-S through a dedicated reflective component, supported by PAs. The visitor was assured that UWS has established clear and systematic arrangements, ensuring that students gain meaningful experience of leadership and teamworking across a diverse range of maternity providers.

14. In reviewing Standard 3.7, the visitor considered evidence demonstrating how UWS ensures students experience midwifery care across a diverse population and a full range of maternity settings, including midwifery-led services. Students undertake PLEs across a range of PLPs, providing exposure to varied models of care, differing population demographics and a range of clinical complexity across the childbirth continuum. The practice learning allocation system is designed to ensure each student follows a planned and balanced sequence of experiences that includes midwifery-led units, community-based services, acute maternity environments, and multidisciplinary specialist teams. The evidence confirmed that students routinely engage with diverse caseloads and service configurations, enabling them to develop understanding of midwifery practice in differing organisational and population contexts. There are established mechanisms for orientating students to local models of care and supporting learning related to diversity and personalised care. Students rotate across different PLPs and PLEs which gives them valuable insight into how midwifery care adapts to the needs of different communities. Oversight of practice learning breadth is maintained through systematic monitoring processes. AAs review each student's experience profile at every PLE and at progression points within the MPAD-S. Programme and part leads, alongside the lead midwife for education, use PLE data and progression meetings to identify and address any emerging gaps in exposure in partnership with PLPs. An anonymised student practice learning journey demonstrated appropriate variety of settings, while a student evaluation provided insight into the quality of learning environments. While the submitted evaluation did not fully reflect the breadth of experience available, the monitoring structures in place provide confidence that variation in individual student experience can be identified and mitigated as part of routine oversight. This results in **recommendation (R1)** to strengthen the monitoring of allocation effectiveness within the revised programme structure and to further support consistent access to the full range of required experiences. The visitor was assured that UWS has clear, systematic and responsive mechanisms to ensure students experience midwifery care across diverse settings and population groups, including midwifery-led services.
15. In considering Standard 3.8, the visitor reviewed evidence demonstrating how the programme provides learning opportunities that enable students to develop the knowledge, skills and behaviours required to care for women and newborn infants when complications or additional care needs arise, including those relating to physical, psychological, social, cultural and spiritual factors. Programme and module learning outcomes clearly articulate the required knowledge and skills, and mapping demonstrates where these are taught, developed and assessed across theory, skills simulation and practice learning. Evidence reviewed confirmed that students are exposed to a range of complex care topics, including obstetric emergencies, perinatal mental health, safeguarding, cultural competence and communication in sensitive and challenging situations. Students and PLPs confirmed that this content is relevant, current and aligned to contemporary practice. Assessment strategies, including scenario-based examinations, simulated learning and reflective components within the MPAD-S, were reported to support students in applying theoretical knowledge to complex clinical situations. The evidence demonstrated that PLEs provide

opportunities for students to engage, under appropriate supervision, in the assessment, planning and delivery of care for women and newborn infants with additional or complex needs. Students are appropriately prepared to participate in such care and to develop confidence and competence across a range of complexity levels. Overall, the evidence reviewed provides assurance that the programme offers structured and progressive learning opportunities that enable students to develop and demonstrate the proficiencies required for caring for women and newborn infants with complications or additional care needs.

16. Based on the information made available, the visitor considers that UWS 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.2	Provide support, supervision, learning opportunities and assessment that complies with the NMC Standards for student supervision and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.3	Ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Provide students with constructive feedback throughout the programme to support their development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.5	Ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 per cent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.6	Assess students to confirm proficiency in preparation for professional practice as a midwife.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.7	Ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in NMC Standards of proficiency for midwives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

17. The proposed modification to the BSc Midwifery programme does not alter the established structures and processes for supervision and assessment. UWS confirmed that the arrangements underpinning the SSSA remain unchanged, and the visitor was assured that Standards 4.1, 4.2, 4.4, 4.5 and 4.6 were unaffected by the modification. Clarification was sought, however, in relation to Standard 4.3 to confirm continued alignment between programme learning outcomes, the NMC SoPM and the assessment strategy within the revised modular structure.
18. In considering Standard 4.3, the visitor reviewed the programme specification, gateway mapping, and associated documentation, which collectively demonstrate how the programme learning outcomes are mapped to the NMC SoPM. The mapping showed clear alignment between the proficiencies, programme learning outcomes, and the assessment strategy across all parts of the programme. Module specifications detail how assessment tasks contribute to incremental development and assessment of the required proficiencies, supporting a coherent approach to monitoring student achievement across theory, skills, and practice learning. The visitor was assured that UWS maintains transparent and robust mechanisms to ensure that students meet both the NMC SoPM and the programme outcomes. The structure of the assessment strategy, combined with the ongoing monitoring

processes, supports systematic oversight of student progression and achievement across the programme.

19. Based on the information made available, the visitor considers that UWS 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.2	Notify students during and before completion of the programme that they have five years to register their award with the NMC if they wish to rely on this qualification. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

20. Arrangements for the award of qualifications for programmes have not changed as a result of the modification and therefore this standard was not considered.

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