



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Pre-registration midwifery qualification leading to:

Pre-registration Midwifery

University of Nottingham

September 2025

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	University of Nottingham University Park Nottingham NG7 2RD				
AEI Institution Identifier [UKPRN]	10007154				
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	Academic level	Apprenticeship	Full-time	Part-time
Pre-registration Midwifery	BSc (Hons) Midwifery	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<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	21 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 - 15 September 2025
Visitor team	Registrant Visitor: Ms Sarah Snow

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 September 2025.

Context for the review

This major modification proposal from the University of Nottingham (UoN) has been brought forward in response to consistent student feedback highlighting the significant assessment burden within the existing BSc (Hons) Midwifery programme. The current structure comprises 18 separate 20-credit modules, each with its own assessments. UoN proposes to reduce this to 12 modules by merging some 20-credit modules into 40-credit modules across all three years of the programme. The programme learning outcomes remain unchanged and continue to meet the NMC Standards for pre-registration midwifery programmes (NMC, 2019, updated 2024).

The purpose is to reduce the overall assessment burden, with students now expected to complete a maximum of five assessments per year rather than seven. The programme will retain a range of assessment formats, including Objective Structured Clinical Examinations (OSCEs), examinations, essays, and structured portfolios. The balance of theory and practice learning remains 50:50, and practice learning arrangements, including supervision and assessment processes, are unchanged.

In developing the proposal, UoN engaged with a range of stakeholders. Student feedback was gathered through the National Student Survey (NSS), Course Advisory Group (CAG) meetings and Student/Staff Forums, where workload and assessment volume were consistently raised. Members of UoN's patient, service user and carer (PSC) group, were consulted. Feedback from these members confirmed support for the modification, with PSCs highlighting that reducing the assessment burden would be beneficial to student learning.

External examiner (EE) input was also sought, confirming that the proposed changes are appropriate and commensurate with other midwifery programmes.

As this was a desk-based review, the visitor did not meet directly with stakeholder groups. Assurance of stakeholder involvement and co-production was provided through documentary evidence, including practice learning partner (PLP) and student feedback, minutes and agendas from advisory groups, and records of consultation with the PSC group.

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's review are explained in more detail in the following sections.

Conditions and recommendations

The **provisional judgement** of the visitor following the desk-based review 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(s) not met	NMC only/Joint	AEI/EI only
	None			

Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard(s)	NMC only/Joint	AEI/EI only
	None			

Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Details	Specific standard(s)	NMC only/Joint
	None		

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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7	Ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC Guidance on health and character. This includes satisfactory occupational health assessments and criminal record checks.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8	Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	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"/>

Findings

1. In considering the proposed rationale for the modification, the visitor reviewed evidence relating to programme leadership, admissions processes, and student support, and confirmed that while new narrative and evidence were provided in these areas, the restructuring of modules to reduce the overall assessment burden for students does not materially affect the admissions and governance arrangements covered in 1: Selection, admission and progression. Standards 1.4, 1.5, 1.8 and 1.9 are unchanged through this modification and continue to be met. Standard 1.10 is not applicable, as UoN does not deliver a shortened pre-registration midwifery programme. An additional evidence request was raised and reviewed against Standard 1.6 to provide assurance on the support mechanisms available to students in developing numeracy, literacy, and digital skills in the context of the new portfolio assessment.
2. In considering Standard 1.1, the visitor reviewed the Lead Midwife for Education (LME) role profile and the programme specification confirming LME oversight of midwifery provision. This evidence confirms that UoN has a named LME who retains overall responsibility for midwifery education, with clearly defined accountability and authority consistent with NMC requirements.
3. In considering Standard 1.2, the visitor reviewed the NMC published list confirming that the name of the LME at UoN is included on the published list of LMEs for England. The NMC LME record confirms the named postholder for UoN. This evidence confirms that the NMC has been informed of the name of the LME.
4. In considering Standard 1.3, the visitor reviewed the programme specification, which sets out the admissions requirements and confirms that no recognition of prior learning (RPL) or experience is permitted, and that no advanced standing or entry with credit is allowed for this programme.
5. With regard to Standard 1.6, the visitor reviewed the module descriptors and the programme handbook, which confirmed that the midwifery curriculum uses a scaffolded approach to academic development, embedding numeracy, literacy, and digital skills progressively across each stage of the programme. The generic assessment handbook outlines the range of formative and summative assessments that support students in developing these abilities. The visitor noted that the portfolio assessment in the perinatal mental health module represents a new assessment strategy and sought further clarification. The additional information and evidence provided, including the suite of information skills sessions and resources for taught course students, confirm that students are supported through structured study skills training, access to library and learning development resources, and one-to-one tutorials where required. The narrative further demonstrates that digital literacy is

explicitly developed, including teaching on the ethical use of artificial intelligence (AI) and the communication of health information through multiple media. Numeracy skills development is embedded across the programme, supported by a dedicated numeracy exam.

6. In considering Standard 1.7, the visitor reviewed the admissions policy, which confirms that all applicants must complete satisfactory Disclosure and Barring Service (DBS) and occupational health (OH) checks prior to admission. This process is designed to protect the public by ensuring students' health and character are sufficient for safe and effective practice. The programme specification sets out the ongoing requirements for health and character, including that students must formally declare on an annual basis, and that they are reminded of their responsibility to disclose any changes in circumstances throughout the programme. Evidence of the declaration of health and character process demonstrates that students are required to confirm their health and character status at key progression points, including on entry and prior to registration.
7. Based on the information made available, the visitor considers that 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 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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Curriculum requirements

The BSc (Hons) Midwifery programme is delivered over three academic years, comprising of 4,643 hours.

The programme consists of 131 weeks in total, with 68 weeks of theory with 34 hours timetabled per week (2,312 hours) and 63 weeks of practice at 37 hours per week (2,331 hours).

Equal balance is given to practice learning experiences and academic elements throughout the programme with integration of skills and theory woven into the curriculum. The programme therefore maintains the required 50:50 balance between theory and practice.

Findings

8. In considering the proposed modification, the visitor noted that the restructuring of modules and associated changes to assessment methods directly impact 2: Curriculum, particularly Standards 2.1, 2.3, 2.4 and 2.8. Standards 2.2, 2.6, 2.7 and 2.9 remain unchanged through this modification and continue to be met, while Standard 2.5 and Standards 2.9.2 and 2.9.3 are not applicable to this programme. Additional evidence was requested and reviewed against Standards 2.1, 2.3 and 2.8 to provide assurance on stakeholder engagement and co-production, the teaching and learning philosophy underpinning the proposed assessment changes, and the balance of theory and practice learning hours in the modified programme.
9. In considering Standard 2.1, the visitor reviewed the programme specification and the associated module specifications, which confirm that the revised structure continues to comply with the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018, updated 2023). The programme handbook illustrates how programme requirements and assessment information are communicated to students, and UoN confirmed that updated handbooks are produced annually using central templates. The rationale for the modification is grounded in student feedback, as evidenced in CAG minutes and agendas, together with examples of written student feedback. These confirm that students consistently raised concerns through the NSS, staff-student forums and CAG meetings about the number and timing of assessments, describing the workload as overwhelming. The modification directly addresses this by reducing the overall number of assessments across the programme while retaining alignment to programme learning outcomes. Co-production with PSCs and other stakeholders was also demonstrated. The PSC group members are actively engaged in the co-production of the midwifery programme. Seven members participated in a consultation meeting, representing a range of experience of maternity care, including some who also contribute to student selection interviews and scenario-based learning. Feedback from this PSC group confirmed strong support for the proposed changes, noting that reducing the assessment burden would benefit student learning and welcomed the change that new students would have only one assessment during their first theory block. In response to an additional line of enquiry raised by the visitor, UoN confirmed that module titles had been cross-checked and corrected, with internal quality assurance (QA) records matching the approved programme specification. The framework for assessment design provides assurance that the revised 4,000-word essay for The Midwife as a Scholar and Leader in Contemporary Maternity Care meets UoN's assessment requirements for a 40-credit module. Feedback from the EE further confirmed that the assessment changes are appropriate and comparable with midwifery programmes elsewhere. Finally, a letter from the curriculum manager summarised the module and assessment changes and confirmed that the

modification had been scrutinised and approved through UoN's internal QA processes.

10. In considering Standard 2.3, the visitor reviewed the programme specification, the module specifications, and the programme handbook, which confirm that programme learning outcomes remain mapped to the NMC Standards of proficiency for midwives (SoPM) (NMC, 2019, updated 2024). UoN confirmed that all SoPM are achieved by the end of the programme, as evidenced through the updated and validated electronic Midwifery Ongoing Record of Achievement (eMORA) on the digital platform. The eMORA context document, updated annually, sets out the requirements across all years of the programme and demonstrates how students achieve the proficiencies in clinical practice. Following an additional request for information, UoN provided a curriculum document, which outlines the curriculum model, framework, and learning and teaching strategy. This confirms that the programme continues to be delivered through a spiral curriculum grounded in a developmental constructivist approach. The philosophy underpinning the curriculum is rooted in women-centred care and the needs of families and communities, with learning designed to be experiential and scaffolded across the three years. The evidence demonstrates that the proposed assessment changes remain aligned to the SoPM. For example, the new structured portfolio assessment in the Role of the Midwife in Public Health and Perinatal Mental Health module requires students to plan a public health intervention and critically analyse information from multiple sources to support it. UoN explained that reducing the number of assessments within each theory block will allow students greater opportunity to engage critically with evidence and develop deeper understanding, consistent with the spiral curriculum model.
11. In considering Standard 2.4, the visitor reviewed evidence of co-production activities linked to the modification, including consultation with the PSC group. Its membership includes women, partners, and family members with direct experience of maternity services, as well as individuals linked to advocacy groups. Members represent a range of ages, genders, and maternity care experiences, including some who are actively involved in selection interviews and scenario-based learning within the midwifery programme. Feedback from this group confirmed clear support for the reduction in assessment burden, with PSCs noting that fewer assessments would allow students to focus more deeply on learning. The visitor noted that the PSC group provides UoN with a mechanism to gather a diverse set of voices, including those of women, partners, families, and advocacy groups, and that these views are considered at programme design, development, delivery, and evaluation stages.
12. With regard to Standard 2.8, the visitor reviewed the programme specification and the planner, which confirm that the modified curriculum maintains an equal balance of 50% theory and 50% practice learning. Assurance regarding the balance of theory and practice was obtained through an additional line of enquiry and triangulation of evidence, which confirmed that the revised programme structure continues to comply with NMC requirements and aligns with UoN's academic regulations and programme credit expectations. The evidence also demonstrates that the programme continues to utilise a wide range of learning and teaching strategies to support student development. These include lectures, seminars, workshops, practice-based scenarios, simulated learning, and a variety of assessment methods such as OSCEs, examinations, essays, and portfolios. This range ensures students are exposed to different pedagogical approaches and assessment formats that prepare them to meet programme learning outcomes.

13. Based on the information made available, the visitor considers that 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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.6	Ensure students gain experience of leadership and team working with different maternity providers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

UoN confirms that BSc (Hons) Midwifery students complete a minimum of 2,300 hours of practice learning which are recorded on the eMORA and monitored through a time management system (TMS). They are required to meet the NMC minimum practice learning experience requirements including antenatal, intrapartum, postnatal, and neonatal care, and the care of women and infants with additional needs or complications. Experience of breech birth may be achieved through simulation where direct clinical opportunities are limited.

Students must complete at least 100 antenatal examinations, with 20 expected in year one, 35 in year two, and 45 in year three.

Students must support and care for no fewer than 40 women in labour and conduct births, with 5 in year one, 15 in year two, and 20 in year three. Where 40 births cannot be achieved owing to service constraints, the requirement may be reduced to a minimum of 30, provided that students assist in the care of an additional 20 women in labour.

Students must also complete at least 100 postnatal examinations, with 20 in year one, 35 in year two, and 45 in year three, and are required to support and care for 100 healthy newborns across the programme.

In addition, students must gain experience in the support and care of at least 40 women who have additional needs or develop complications, including physical, psychological, social, cultural, and spiritual factors. These experiences are primarily delivered through placements in neonatal units, gynaecology, and specialist antenatal clinics, and are supported by theoretical modules in public health and perinatal mental health.

Findings

- In considering the impact of the proposed modification on 3: Practice learning, the visitor noted that the rationale for change focused on reducing the assessment burden through the consolidation of modules, and does not alter the practice learning arrangements. Consequently, Standards 3.2 to 3.11 inclusive remain unchanged through this modification. The requirements for practice learning set out in these standards continue to be met, with assurance provided through programme documentation and PLP confirmation. The visitor was assured that the proposed modification does not impact students' access to practice learning opportunities, the range of settings or experiences, or the mechanisms in place to support supervision and assessment in practice.

15. In considering Standard 3.1, the visitor reviewed the allocation of practice placements, the practice provision agreement, and PLPs' supporting evidence. These confirm that students continue to have access to a wide range of maternity care environments, including antenatal, intrapartum, and postnatal settings, as well as community-based placements. The allocation process is underpinned by formal agreements with PLPs, ensuring sufficient capacity and quality of placements across the region. Triangulated evidence from PLPs confirmed that there has been no change to the way practice learning is organised through this modification and that students continue to access the full range of experiences necessary to achieve the SoPM. The visitor noted that the arrangements ensure progressive exposure to practice, enabling students to develop their knowledge, skills, and behaviours across all domains of midwifery practice.
16. Based on the information made available, the visitor considers that 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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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. In considering the impact of the proposed modification on 4: Supervision and assessment, the visitor noted that the rationale for change focused on reducing the overall assessment burden and does not alter the established supervision and assessment arrangements. Standards 4.2 to 4.7 were confirmed as unchanged through this modification, with documentary evidence providing assurance that existing processes for student support, assessment of proficiency, and use of the eMORA remain in place. An additional line of enquiry was raised in relation to Standard 4.1, seeking clarification on the interprofessional learning (IPL) modules listed in the programme handbook. UoN confirmed these remain part of the modified curriculum and provided further evidence to demonstrate the continued availability of structured IPL opportunities.
18. In considering Standard 4.1, the visitor reviewed the programme specification, the programme handbook, and the eMORA context document, which together confirm that the modified programme continues to provide support, supervision, learning opportunities and assessment in line with the SFNME. The evidence demonstrates that the proposed modification reduces the overall assessment burden while retaining a range of assessment strategies, including OSCEs, examinations, essays, and a structured portfolio, which support students to meet programme learning

outcomes. An additional line of enquiry was raised in relation to IPL, as the programme handbook listed three interprofessional education modules. UoN confirmed that these modules remain part of the modified curriculum, and additional evidence from the Centre for IPL timetable demonstrates that students continue to access structured opportunities for IPL alongside peers from other health professional programmes. Documentary evidence also confirms that the spiral curriculum model remains in place, ensuring a scaffolded approach to the progressive development of academic skills, and that new assessments such as the public health portfolio are supported through appropriate university resources. The visitor noted that these arrangements remain consistent with the SFNME and are unchanged through this modification, other than adjustments to assessment design.

19. Based on the information made available, the visitor considers that 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 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"/>

Findings

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.

QAA3011 – R14981 – November 25

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