



Nursing and Midwifery Council

Major Modification Report for pre-registration midwifery qualification:

Pre-registration Midwifery

Pre-registration Midwifery - Short course

University of Suffolk

May 2026

QA Link reference number: 030325110026-M

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Key institutional and programme details

AEI Institution Identifier [UKPRN]	10014001
Address of main programme delivery	School of Nursing, Midwifery and Public Health Waterfront Building Neptune Quay Ipswich IP4 1QJ
Satellite site details	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	Desk-based review
Proposed programme start date	21 September 2026
Date of activity	18 May 2026
Visitor team	Registrant Visitor: Mrs Rachael Hunt

Name of current programme(s) 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"/>
Pre-registration Midwifery - Short course	BSc (Hons) Midwifery [Shortened]	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 with 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 (SPRMP) (NMC 2019, updated 2024) 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 May 2026.

Context

This major modification proposal from the University of Suffolk (UoS) has been developed in response to the introduction of a new university-wide credit framework.

The move to a new credit framework is being undertaken by UoS to align degree provision in response to the Government changes to lifelong learning entitlement funding commencing in 2027. Using stakeholder engagement and feedback, external context and university-wide considerations, such as a move to a purpose-built campus facility, assessment and artificial intelligence, the midwifery programme team has conducted an evaluation and review of the current programmes. The new programme structure for both programmes incorporates a spiral curriculum that students engage with one module at a time, with theory modules taking place before practice learning experiences, described as a block and blend approach.

Assessment has been reviewed with an aim to enhance the use of inclusive and authentic assessment. The programme learning outcomes for both programmes continue to meet the SPRMP with clear mapping to the Standards of proficiency for midwives (SoPM) (NMC 2019, updated 2024).

It is intended that students on the current midwifery programmes will transition to the modified programmes from September 2026. UoS has developed a detailed transition plan to support current students moving to the modified programmes.

UoS engaged with a range of stakeholders including PLPs, current students, and PSCs. Engagement activity included surveys, forums, consultation, and design and development workshops. External factors such as the Ockenden Review (2022) and local workforce priorities have influenced the design of the modified programmes with structured leadership and teamworking activities and alternative practice learning opportunities to support preparedness for the professional environment.

This was a desk-based review and therefore the visitor did not meet with stakeholder groups or the programme team. Assurance of stakeholder engagement and co-production was provided through documentary evidence including the developmental commentary and minutes from the curriculum design and development event which consisted of group workshops, presentations and discussions.

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 programmes under scrutiny.

<p>Overview of course structure and curriculum</p>	<p>The BSc (Hons) Midwifery programme is three years in duration and comprises a total of 4,650 hours, consisting of 2,325 theory and 2,325 practice learning hours, demonstrating an equal balance of theory and practice.</p> <p>Year 1 is delivered over 40 weeks, with 37.5 contact hours per week and consists of 825 theory hours delivered across 22 weeks and 675 practice learning hours across 18 weeks.</p> <p>Year 2 is delivered over 42 weeks with 37.5 contact hours per week and consists of 787.5 theory hours delivered across 21 weeks and 787.5 practice learning hours across 21 weeks.</p> <p>Year 3 is delivered over 42 weeks with 37.5 contact hours per week and consists of 712.5 theory hours delivered over 19 weeks and 862.5 practice learning hours across 23 weeks.</p> <p>Each year comprises four core modules with three 30-credit theory modules and one 30-credit practice learning module totalling 120 credits within each year and 360 credits overall.</p> <p>The BSc (Hons) Midwifery [Shortened] programme runs over two years for registered adult nurses, comprising a total of 3,638 hours consisting of 1,838 theory and 1,800 practice learning hours demonstrating an equal balance of theory and practice.</p> <p>Year 1 is delivered over 43 weeks and comprises a total of 1,751.5 hours. There are 911.5 theory hours delivered over 22 weeks:</p> <ul style="list-style-type: none"> - 405 hours of total direct learning, with scheduled contact time ranging from approximately 8 to 13.5 hours per week, depending on the module - 506.5 guided independent study hours which includes assessment preparation. <p>There are 840 practice learning hours delivered over 21 weeks.</p> <p>Year 2 is delivered over 43 weeks and comprises a total of 1,886.5 hours. There are 926.5 theory hours delivered across 19 weeks:</p> <ul style="list-style-type: none"> - 297 hours of total direct learning with scheduled contact time of 16.5 hours per week. - 629.5 guided independent study hours which includes assessment preparation. <p>There are 960 practice learning hours delivered over 24 weeks.</p> <p>Years 1 and 2 include four core modules consisting of three 30-credit theory modules and one 30-credit practice learning module totalling 120 credits within each year and 240 credits overall.</p>
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	<p>Modules are shared across both programmes apart from one theory module at Level 5 which allows for a Midwifery foundations module to be delivered at the commencement of the BSc (Hons) Midwifery [Shortened] programme. Documentation confirms compensation is not permitted within the programmes.</p> <p>Simulated learning is embedded throughout the programme and includes basic clinical skills within skills laboratories in the initial stages of the programme, progressing to more complex woman-centred scenarios. Objective, structured, clinical examination (OSCE) assessments are integrated into each year of both programmes, offering opportunity for simulated learning and assessment in relation to less common practice situations.</p>
<p>Overview of practice learning requirements</p>	<p>Practice learning experiences on both programmes make up 50% of the overall programme learning as required by the NMC standards. Students are exposed to practice learning within a variety of maternity settings in both hospital and community care, along with some specialist areas, all of which will support achievement of proficiencies and practice learning experiences detailed in the electronic midwifery ongoing record of achievement (eMORA) which was introduced in September 2025.</p> <p>Practice modules are assessed on a pass/refer basis.</p> <p>The curriculum offers an additional five-week practice learning experience within both programmes to support students in achieving the required numbers.</p> <p>Practice learning is structured to meet the requirements of experiences for midwives over the duration of each programme.</p> <p>For the BSc (Hons) Midwifery programme there are 62 weeks practice learning based on a 37.5 hour week providing 2,325 practice hours.</p> <p>In Year 1 practice allocation provides four practice learning experiences across the 18 weeks of practice learning.</p> <p>In Year 2 practice allocation provides six practice learning experiences across the 21 weeks of practice learning.</p> <p>In Year 3 practice allocation provides four practice learning experiences across the 23 weeks of practice learning.</p> <p>For the BSc (Hons) Midwifery [Shortened] programme there are 45 weeks of practice learning based on a 40-hour week providing 1,800 practice hours.</p> <p>In Year 1 practice allocation provides five practice learning experiences across the 21 weeks of practice learning with 40 contact hours per week</p> <p>In Year 2 practice allocation provides five practice learning experiences across the 24 weeks of practice learning with 40 contact hours per week.</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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Analysis of documentary evidence confirmed a new lead midwife for education (LME) has been appointed at UoS as of December 2025. Information about the role and responsibility and the identity of the LME is detailed in the student course handbooks.

1.2 inform the NMC of the name of the lead midwife for education.	Met
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Documentary evidence confirms the NMC were notified of the change of LME in December 2025. The visitor confirms that details of the LME are viewable on the NMC website providing assurance that the regulator has been formally notified.

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> <ul style="list-style-type: none"> 1.5.1 meet the entry requirements for the programme as set out by the AEI and are suitable for midwifery practice 1.5.2 demonstrate an understanding of the role and scope of practice of the midwife 1.5.3 demonstrate values in accordance with the Code 1.5.4 have capability to learn behaviours in accordance with the Code 1.5.5 have capability to develop numeracy skills required to meet programme outcomes 1.5.6 can demonstrate proficiency in English language 1.5.7 have capability in literacy to meet programme outcomes 1.5.8 have capability to develop digital and technological literacy to meet programme outcomes. 	Met
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Not in scope in relation to this major modification.

<p>1.6 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes.</p>	<p>Met</p>
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The visitor reviewed documentation including the student-facing course handbooks which provide information on how students will be supported to gain opportunities to develop employability skills including numeracy, literacy, and digital and technological literacy throughout the programmes.

Employability skills are embedded as part of each module, alongside the learning outcomes which are made clear in each module specification. Links for UoS's employability team are provided in the course handbooks to support with any additional queries.

Course handbook documentation shows that additional support is available via the UoS academic skills hub and maths and statistic advisers. The role of a personal academic coach to support the students to reflect on areas of growth with learning and skills development is also detailed.

The course handbooks state the programmes are designed to support the transition from analogue to digital healthcare through use of online learning platforms, simulated learning technologies, a move to an eMORA and engagement with digital systems used in maternity services. Skills acquisition is supported by the spiral curriculum allowing students to further develop skills as they progress through the programmes.

The programme and module specifications provide further assurance of the embedding of these skills throughout the programmes.

<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.

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

The visitor concludes that the AEI has met Standard 1: Selection, admission and progression.
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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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The visitor reviewed documentary evidence including programme and module specifications, course handbooks, mapping documents and UoS policies. The visitor confirms the programmes comply with the SFNME.

The proposed modifications to the curriculum structure and modules continue to ensure subject matter is covered and learning outcomes are mapped to the SPRMP and assessed appropriately at each level. Documentation reviewed confirms that compensation is not provided for any of the modules and students are made clear that all modules must be passed.

The evidence reviewed provides details of the consultation and involvement of students, PSCs and PLPs in the review and development of the proposed modifications to the programmes. Documentation reviewed by the visitor evidences that UoS conducted a curriculum review event for stakeholders including PSCs, students, and PLPs regarding the proposed credit framework and curriculum changes. Stakeholders were presented with relevant, comprehensive information with breakout workshops offering opportunity for further discussion, input and development of ideas. Feedback from this event was reviewed, and actions were formulated as a result.

Additionally, students were also provided with opportunities to attend UoS-wide sessions regarding the proposed changes to the curriculum structure and credit framework with signposting on how to input and who to speak to in order to provide feedback.

UoS confirmed that current students will transition onto the new curriculum from September 2026. The visitor reviewed curriculum review and mapping documentation, a transition document, development workshop minutes and information provided to students regarding the changes. The transition document and curriculum mapping documentation provides evidence of a clear approach to manage the transition of students between the programmes, and a detailed comparison and review between curriculums to ensure programme learning outcomes are met.

The course handbooks and the developmental commentary reviewed confirm students will be supported via the course leaders and personal academic coaches as part of the transition plan. The transition plan considers any students who have taken a break in studies to ensure on their return they are enabled to meet all programme requirements.

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 reviewed documentation demonstrating mapping of course modules and learning outcomes to each domain and confirms the learning outcomes align to the SoPM. The course handbooks provide information on how the learning outcomes are structured and delivered, with module specifications providing assurance that learning outcomes are assessed appropriately and to the correct level.

The visitor reviewed the eMORA context document which provided detailed information on how the eMORA is designed to support students to achieve and document the required proficiencies within the practice learning environment.

2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes.	Met
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The developmental commentary details enhancements with the student and stakeholder voice as part of the quality assurance and governance of the programmes. This is through student voice forums, PSC groups, school governance meetings, and practice education meetings with all PLPs. In addition, the evidence provided details of consultation and involvement of students, PSCs and PLPs in the review and development of the proposed revisions to the programmes. Documentation details use of a PSC group who support health programmes across UoS, providing an interprofessional approach.

PSCs are currently involved in the delivery of the curriculum, and this will continue with the proposed changes in modules, with PSCs sharing lived experience of baby loss and complex maternity care. PSCs engage in triage-based OSCE scenarios and provide feedback on students' communication, decision making, and professional behaviours in sensitive situations. PSCs have also created video resources to support learning from lived experiences.

The visitor noted from the PSC group minutes provided that UoS and stakeholders are working together to enhance communication, demonstrating the importance of the meetings and input of stakeholders in supporting the programmes. The visitor **recommends (R1)** this could be enhanced further by ensuring specific evaluation and feedback points for PSCs regarding the introduction of the new curriculum to ensure the PSC voice is heard with the embedding and evaluation of the new midwifery programmes.

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 as the programmes are not delivered in Wales.

2.6 design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice.	Met
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The visitor reviewed course handbooks and module specifications that evidence midwifery practice learning opportunities are provided at each level across both programmes. Use of the spiral curriculum structure is designed to enable increasing contribution by students during the progression of the levels with an increase in duration of practice learning block and complexity. Review of the eMORA context document, clinical practice learning allocation document and course handbooks confirms students are supported within practice learning by practice assessors (PAs), practice supervisors (PSs), and academic assessors (AAs) in line with the SSSA.

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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In reviewing the course handbooks and curriculum planners submitted, the visitor confirmed proportionate use of simulated learning opportunities across each year of both programmes to support with infrequent practice scenarios.

Simulated learning uses on-campus resources such as dedicated midwifery skills labs and high-fidelity simulation spaces to enable students to practise and demonstrate skills in a safe environment. Simulated learning is utilised in theory modules at each level of both programmes prior to practice learning. UoS confirmed within the evidence that assessment of skills continues to take place in the practice learning environment under the supervision of PSs and PAs and simulated learning does not contribute towards practice hours.

Opportunities are also given for students to learn from situations they may encounter less frequently in practice including obstetric emergencies, additional care needs and the recognition and escalation of deteriorating maternal or neonatal health. There are also interprofessional simulated learning opportunities available where relevant.

The module specifications evidence use of OSCE assessments within every year of both programmes. These are assessed by academic staff with current clinical expertise and, where possible, supported by practising midwives. All required proficiencies are mapped within the eMORA.

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 the course handbooks, curriculum planner and mapping documents that confirms the curriculum is designed with an equal balance of theory and practice learning in both midwifery programmes. The BSc (Hons) Midwifery programme consists of 2,325 theory hours and 2,325 practice learning hours. The BSc (Hons) Midwifery [Shortened] programme has 1,838 theory hours and 1,800 practice learning hours; therefore both meet the 50:50 balance of theory and practice. The curriculum planner documentation provides an overview of weeks and hours, and the module specifications provide a clear breakdown of hours for taught, practice and independent learning.

Course handbooks and module specifications provide details of the varied learning and teaching strategies used throughout the delivery of both programmes using synchronous and asynchronous methods, simulated learning and formative and summative assessments. Through curriculum review and development, UoS is using a spiral curriculum structure to revisit topics with increasing complexity through the levels, and the programmes are designed with one module running at a time and no theory and practice modules running concurrently. Both programmes comprise four modules in a year with three 30-credit theory modules and one 30-credit practice module. This approach has been supported by PLPs to aid practice preparation and to avoid assessment and timetable burden for students.

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:	Met
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<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>	
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In reviewing the course handbook, module specifications, mapping and curriculum planner documentation, the visitor was able to confirm the BSc (Hons) Midwifery programme is three years in length and a total of 4,650 programme hours.

The BSc (Hons) Midwifery [Shortened] programme is two years in length and a total of 3,638 hours - therefore both programmes meet the programme length requirements and enable students to meet the SoPM.

Course handbooks and the attendance policy outline the mandatory requirement to attend both practice learning and theoretical hours, with explicit guidance on retrieving any shortfall in practice learning hours. The student attendance and engagement policy provides details regarding the support for students and resources available in the online learning environment. Student engagement across all curriculum activities and access to the online learning environment is monitored by the course team and personal academic coaches. Where there are concerns regarding attendance, personalised engagement plans are agreed. For students who have been unable to attend simulation-based teaching where sessions cannot be recorded and made available, additional sessions will be organised by the programme team for students to attend and achieve the required learning outcomes.

<p>The visitor concludes that the AEI has met Standard 2: Curriculum.</p>

3: Practice learning

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

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

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

<p>3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multiagency team working.</p>	<p>Met</p>
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Not in scope in relation to this major modification.

<p>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.</p>	<p>Met</p>
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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> <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>	<p>Met</p>
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The visitor reviewed the course handbooks, curriculum planners and practice learning allocation documents and eMORA context document which evidence that both

programmes have been designed to provide practice learning opportunities that give exposure across acute and community maternity services for antenatal, intrapartum, postnatal, neonatal and women's health. This is monitored and evidenced via the use of the eMORA.

The practice learning document evidences practice learning opportunities in neonatal units and women's health within year 2 of the BSc (Hons) Midwifery programme. For the BSc (Hons) Midwifery [Shortened] programme, neonatal unit practice learning opportunities occur in year 1 and women's health practice learning occurs in year 2. Practice learning opportunities within community, antenatal and postnatal and central delivery suites or midwifery-led birthing units are provided in each year of both programmes.

The developmental commentary acknowledges difficulties on the current programmes for students to achieve the requirement of caring for 40 women during labour and birth and use of extensions for students being required to meet this requirement. The revised curriculum provides opportunity for students on both programmes to have an additional five-week practice learning experience of intrapartum care, increasing their exposure to labour and birth, offering additional opportunities to meet the NMC standards. This revision to the practice learning structure demonstrates UoS's understanding of contemporary midwifery practice, and of the need for programmes to evolve and align with the current climate.

Evidence confirms that where students are unable to experience breech birth within the practice learning environment, simulated learning scenarios are provided.

The eMORA incorporates a reflective assessment activity following each practice learning opportunity. Students collate feedback from their PS and PSCs which is reviewed by the students' PA and AA. Students are supported by their PA and AA to identify required engagement in proficiencies to achieve the required numbers as detailed in the standard. Progression plans are agreed with the PA and AA and practice learning opportunities may be extended or repeated to support achievement of outcomes.

3.6 ensure students gain experience of leadership and team working with different maternity providers.	Met
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The visitor reviewed evidence that details how a two-week leadership practice learning opportunity is embedded across both programmes, in year 2 for the BSc (Hons) Midwifery and in year 1 for the BSc (Hons) Midwifery [Shortened] programme, and is recorded in the students' eMORA. A reflective assessment activity is undertaken and also recorded within the students' eMORA. The practice provision takes place in an alternative provider to the students' primary practice environment. The two-week learning is primarily observational and, where appropriate, students are given the opportunity to engage with midwives and multi-disciplinary teams regarding discussions and decision making.

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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Not in scope in relation to this major modification.

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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On review of documentation the visitor confirms expectation of supernumerary status is made clear within the course handbooks, practice learning handbooks, the eMORA context document and the practice learning environment audit example document. Student evaluations from practice learning demonstrate that students are specifically asked to confirm if they are supernumerary during their practice learning experience.

The UoS placement agreement document viewed by the visitor did not explicitly state the requirement for supernumerary status due to this document being shared across a number of health programmes for practice learning. The visitor **recommends (R2)** that the placement agreement document is reviewed to include supernumerary status for practice learning for nursing and midwifery programmes as a specific additional point within the agreement document.

Evidence reviewed confirmed supernumerary status is discussed through student feedback mechanisms, practice learning evaluations and oversight via the practice education forum and related governance processes. The course handbooks provide a guide to the escalating concerns processes for students which includes where there is belief that the practice learning is not compliant with NMC standards. If students are facing issues, they are encouraged to raise concerns and the use of the UoS Securing educational standards policy would be triggered. The policy provides examples of what constitutes a concern, with supernumerary status detailed as a critical risk level concern. The policy provides details of the steps of the escalation pathway and a form to capture the concern raised.

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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The visitor is assured, following review of the evidence provided, that the programmes comply with the SFNME and that the appropriate support, supervision, learning opportunities and assessment are available to students in order to meet the programme requirements. Students are supported via personal academic coaches and university-wide support mechanisms, with evidence reviewed detailing guidance for students with reasonable adjustments, additional learning requirements, academic support, wellbeing support and signposting to support offered through the student union.

Modules are assessed through formative and summative methods and use a variety of assessment methods such as OSCE, examinations, critical reviews, presentations and coursework. Practice modules are assessed through the use of the eMORA by the students' PA and AA to ensure achievement of proficiencies.

Stakeholders have contributed to the review and development of the curriculum, and input has influenced the design of the curriculum structure and review of assessment methods. Feedback from PLPs and students has contributed to the design of formative and summative assessment and increased use of online learning platforms to support preparation and feedback and increased preparation for practice.

UoS confirmed practice learning assessment approaches have been retained within the new curriculum. Students will engage in practice reflection within their practice learning area, supported by their PS and PA, with written reflections.

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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Evidence has been provided to outline the provision of constructive feedback throughout the programme. The learning, teaching and assessment strategy document outlines the requirement for formative feedback to be provided within modules to scaffold students' learning prior to summative assessments. Opportunities to obtain formative feedback to support development can be offered in the form of tutorial support, peer assessment and

group review without an indication of predicted grade. Detailed summative feedback is indicated, along with feed-forward comments and signposting for additional support.

Feedback while in the practice learning environment is provided by the PS daily and captured via an evidence log. PSC feedback is gathered using feedback forms and the feedback is reviewed during meetings with the PSs and PAs.

Each student is allocated a personal academic coach for additional academic support, along with further face-to-face discussion in relation to feedback across the programme.

<p>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.</p>	<p>Met</p>
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The visitor reviewed course handbooks and module specifications which evidenced numeracy skills are undertaken and developed by students at each level. Within the evidence, a specific numeracy assessment is part of the practice modules at Levels 4 and 5 for BSc (Hons) Midwifery and at Level 5 for the BSc (Hons) Midwifery [Shortened] programme. Documentary evidence confirms that the numeracy assessments require a pass score of 100% and the course handbook and module details make this explicit to students that this is a mandatory requirement.

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

<p>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.</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 4: Supervision and assessment.</p>

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

Recommendations				
No.	Recommendation details	Specific standard(s)	NMC	AEI
R1	UoS is recommended to create a specific evaluation point for PSCs regarding the introduction of the programmes to ensure the PSC voice is heard with the embedding and evaluation of the new midwifery programmes.	2.4	<input checked="" type="checkbox"/>	
R2	UoS is recommended to review the shared placement agreement document to include for clarity explicit mention of the requirement of supernumerary status as a specific midwifery requirement for practice learning and to ensure this is embedded into the formal agreement document to align with where supernumerary status is confirmed in other course information.	3.11	<input checked="" type="checkbox"/>	

The AEI is not required to address recommendations for programme enhancement prior to NMC approval being granted; however, all AEIs are required to consider the visitors' recommendations and be prepared to provide evidence that demonstrates this consideration, upon request.

Areas for future monitoring

No areas for future monitoring were 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 checked="" type="checkbox"/>	
Programme proposal overview document, including rationale and co-production	<input checked="" 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"/>	
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 checked="" type="checkbox"/>	
Evidence of PSC involvement in programme design, delivery and evaluation	<input checked="" type="checkbox"/>	
External examiner appointments and arrangements		<input checked="" type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	
Programme planner (indicating where theory and practice hours are achieved)	<input checked="" type="checkbox"/>	
Programme handbook(s)	<input checked="" type="checkbox"/>	
Module descriptors	<input checked="" type="checkbox"/>	
Mapping of programme learning outcomes against module learning outcomes	<input checked="" type="checkbox"/>	
Mapping against Part 3: Standards for pre-registration midwifery programmes	<input checked="" type="checkbox"/>	
Mapping of programme outcomes against NMC Standards of proficiency	<input checked="" type="checkbox"/>	
Student-facing supporting documentation/VLE site	<input checked="" type="checkbox"/>	
Practice learning environment information for students	<input checked="" type="checkbox"/>	
Practice learning allocation information	<input checked="" type="checkbox"/>	
Practice assessment documentation (PAD)		<input checked="" type="checkbox"/>
Midwifery ongoing record of achievement (MORA)	<input checked="" type="checkbox"/>	
Practice learning handbook/information for practice supervisors and practice assessors specific to the programme	<input checked="" type="checkbox"/>	
Academic assessor focused information specific to the programme		<input checked="" type="checkbox"/>
If you stated No, above, please provide the reason and mitigation: Not in scope for this major modification.		
List of additional evidence: Interview questions Multi Professional Practice Learning Environment Audit - Deben Ward Health Voices Academic Framework Development Continuity proposal Sample RA Agreement		
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 checked="" type="checkbox"/>
Senior managers from associated PLPs and EPs with responsibility for resources for the practice learning experiences within the programme		<input checked="" type="checkbox"/>
Programme delivery team		<input checked="" type="checkbox"/>
Academic assessors		<input checked="" type="checkbox"/>
Practice staff representatives (practice leads/practice supervisors/practice assessors)		<input checked="" type="checkbox"/>
Representatives for PSCs		<input checked="" type="checkbox"/>
Student representatives		<input checked="" type="checkbox"/>
This was a desk-based activity, therefore the review required analysis of narrative and documentation only.		
Additional comments: N/A		

FINAL REPORT			
	Name	Position	Date
Author	Rachael Hunt	Registrant Visitor	18 May 2026
QAA Officer	Naomi Saunders	QAA Officer	21 May 2026

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