



Nursing and Midwifery Council

Major Modification Report for pre-registration midwifery qualification:

Pre-registration Midwifery

University of Worcester

February 2026

QA Link reference number: 230625134922-M

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Key institutional and programme details

AEI Institution Identifier [UKPRN]	10007139
Address of main programme delivery	University of Worcester Henwick Grove St John's Worcester WR2 6AJ
Satellite site details	Existing Satellite Sites: N/A New Satellite Sites: N/A
Partnership site details	N/A
Endorsement details	N/A
Name of new employer partners for apprenticeships	Dudley Group NHS Foundation Trust Wye Valley NHS Trust
Event type	Major modification
Proposed programme start date	7 September 2026
Date of activity	24 February 2026
Visitor team	Registrant Visitors: Mrs Jayne Leverton Mrs Michelle Steptoe Lay Visitor: Dr John Deane

Name of current programme under scrutiny

NMC programme title	AEI programme title(s) (in full)	Academic level(s)	Apprentice-ship	Full-time	Part-time
Pre-registration Midwifery	Midwifery	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>

Titles of amended and additional programmes following modification

NMC programme title	New AEI programme title(s) (in full)	Academic level(s)	Apprentice-ship	Full-time	Part-time
Pre-registration Midwifery	BSc (Hons) Midwifery Degree	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration Midwifery	BSc (Hons) Midwifery Degree Apprenticeship	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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 (NMC 2019, updated 2023) are reported upon. For major modifications, only those Part 3 standards impacted by the modification are reported upon.

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

The conjoint visit with the University of Worcester approval panel took place on 24 February 2026.

Context

This major modification proposal arises from an institutional review of the University of Worcester's (UoW) BSc (Hons) midwifery programme. The review identified the need to realign the programme structure, strengthen the learning and teaching approach, and incorporate the introduction of a midwifery degree apprenticeship. In undertaking this review, UoW examined the existing curriculum in relation to teaching, learning and assessment, while also considering the perspectives of key stakeholders regarding the expectations of the contemporary midwife and the wider strategic and national priorities shaping the midwifery profession.

The proposed modified programme has been developed through collaboration with stakeholders, including clinical education teams, registered midwives, student alumni, current student midwives, and representatives from the PSC group. Their contributions have directly informed the programme's redevelopment, particularly in the enhancement of interprofessional learning opportunities and the expansion of simulation-based education. This collaborative approach ensures that the revised programme is responsive, contemporary and continues to be aligned with professional, regulatory and service needs.

During the visit, the visitor team met with a range of senior staff, practice assessors (PAs) and practice supervisors (PSs), PLPs and EPs, current students and recent alumni, as well as representatives from the UoW PSC group.

The **final recommendation** made by the visitor team to the NMC, following consideration of UoW's response to any conditions required by the approval panel, 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 team 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 visitors 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 programme structure and curriculum</p>	<p>Both the direct entry and apprenticeship programmes are delivered over a three-year period and are designed to provide an equal balance of theory and practice learning. Each programme comprises 360 credits, with students and apprentices completing five mandatory modules per academic year, including three 30-credit modules and two 15-credit modules.</p> <p>The curriculum is structured using a spiral approach, enabling knowledge, skills, and professional behaviours to be revisited and developed progressively throughout the programme. This supports the integration of new learning and the achievement of programme.</p> <p>Across the three years, students and apprentices complete a total of 4,660 hours of scheduled learning activity, consisting of 2,330 hours of theory and 2,330 hours of practice learning. Each academic year is organised to provide an integrated pattern of learning, comprising 21 weeks of theory and 21 weeks of practice learning experience.</p> <p>Both the direct entry and apprenticeship programmes are delivered over 135 weeks, including 42 weeks of learning activity and three reassessment weeks in each academic year. This equates to 63 weeks (2,330 hours) of theory learning and 63 weeks (approximately 2,330 hours) of supernumerary practice learning, with a total of nine reassessment weeks across the programme.</p> <p>Apprentices undertake 37 hours per week on programme, including 2,331 hours of off-the-job learning for theory and 2,331 hours of supernumerary practice learning. The structure ensures parity of learning experience and achievement of programme outcomes across both routes.</p>
<p>Overview of practice learning requirements</p>	<p>The proposed academic calendar for both the direct entry and apprenticeship Midwifery programme provides a clearly structured and well-managed approach to practice learning throughout the duration of the programme. Students are scheduled to complete 21 weeks of practice learning in each academic year, comprising 10 weeks in Semester 1 and 11 weeks in Semester 2. This results in a cumulative total of 2,330 practice learning hours across the programme, meeting the requirements of the NMC standards.</p> <p>All practice learning hours are undertaken within authentic clinical environments. No practice learning hours are delivered through simulated practice. Practice learning is integrated within two dedicated practice learning modules each year and is delivered through block placements that run across the academic year.</p>

	<p>Students will normally undertake two block experiences per year, with each block providing a range of practice learning experiences, including within an alternate maternity service. These experiences are drawn from maternity services across both acute and community settings, enabling students to engage with a diverse range of clinical learning opportunities. This includes exposure to interdisciplinary and multidisciplinary team working and supports the development of the knowledge, skills and professional behaviours required for contemporary midwifery practice.</p> <p>Apprentices are typically allocated two or more block experiences per year, with each block incorporating several practice learning experiences across a range of maternity settings within their employing organisation. In addition, apprentices will undertake a two-week placement within an alternative NHS Trust to broaden their learning and experience of different models of care.</p> <p>Practice learning attendance and hours for both students and apprentices are monitored through the use of electronic timesheets within the placement management system and are recorded within the electronic Midwifery Ongoing Record of Achievement (MORA). The range of practice learning experiences is designed to meet with the requirements of 3.5 which are recorded in the MORA.</p>
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1: Selection, admission and progression

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

1.1 appoint a lead midwife for education who is responsible for midwifery education in the AEI.	Met
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The visitor team reviewed the UoW school of nursing and midwifery structure, programme team CVs, and associated documentation. Based on this evidence, the visitor team confirms that UoW has appointed an appropriately qualified and NMC-registered lead midwife for education (LME). The LME role is clearly embedded within UoW governance and programme structures, with explicit responsibility for the oversight and strategic direction of midwifery education.

1.2 inform the NMC of the name of the lead midwife for education.	Met
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The visitor team reviewed the programme team CVs and associated documentation and confirmed that the appointment of the LME has been formally communicated to and acknowledged by the NMC.

1.3 ensure recognition of prior learning is not permitted for pre-registration midwifery programmes.	Met
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The visitor team reviewed the programme specification and confirmed that recognition of prior learning is not permitted for pre-registration midwifery programmes.

1.4 ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education.	Met
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The visitor team reviewed the programme specification and the UoW admissions policy and confirmed that the documentation sets out a clear, consistent, and transparent approach to selection, admission, and progression processes. The evidence reviewed indicates that the selection event appropriately involves members of the programme team together with representatives from PLPs and EPs. Apprentices are recruited in partnership with employers, initial applications are made through the sponsoring employer. The university will then consider the application and have final decision making, all apprentices must demonstrate they meet the entry criteria and are interviewed in line with UoW process, in the same way as a student applicant.

In addition, the programme specification demonstrates that PSCs have contributed to the development of interview questions, thereby supporting a selection process that reflects contemporary professional practice and lived experience perspectives. During the visit, the programme team confirmed that PSCs are currently involved in the scrutiny and review of interview questions and that there are plans to strengthen this engagement through the future involvement of PSCs in the interviewing process. Students met by the team at the visit reported a positive overall experience of the admissions process. However, some students indicated that their interview had been conducted by a single lecturer. The visitor team therefore recommends **(R1)** that the programme team

undertakes a review and enhancement of its employer and PSC engagement strategy to ensure these stakeholders are actively involved as partners in student recruitment and selection processes.

<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. 	<p>Met</p>
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The visitor team reviewed the programme specification, the PSC engagement strategy, and the UoW admissions policy. The documentation clearly articulates the programme's entry requirements and confirms that the values-based selection process, undertaken collaboratively by the programme team, PLPs and EPs, provides applicants with the opportunity to demonstrate their understanding of the midwifery role and their suitability for the programme. Applicants are required to hold, at the point of entry, a minimum of GCSE Grade C/Grade 4 (or equivalent) in both English and mathematics. Where English is not the applicant's first language, an IELTS score of 7.0, with no individual component below 6.5 (or an equivalent qualification), is required. The recruitment process also evidences applicants' digital and technological capability through the completion of the electronic initial needs assessment, application form, and training plan, as well as their participation in virtual programme information sessions.

<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 team reviewed the programme specifications, programme handbook, and programme mapping and confirmed that the documentation provides clear evidence of an integrated approach to supporting students in identifying their individual developmental needs within an established framework. The materials demonstrate how students are encouraged to articulate their progress, recognise areas requiring further development, and implement appropriate action plans throughout the duration of the programme. Student support, in relation to numeracy, literacy and digital literacy, is evident as a consistent theme across all programme documentation. All midwifery apprentices complete baseline numeracy and literacy assessments at the outset of their programme, with the results recorded in each apprentice's individual learning plan. Ongoing progress is formally monitored through the individual learner progress review process. Numeracy competence is assessed annually, via an online platform, with the required pass mark increasing incrementally each year, thereby ensuring progressive development and sustained achievement. The range and breadth of support was discussed and confirmed by the students during the visit.

<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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The visitor team reviewed the programme handbooks and confirmed that documents clearly outline the processes related to declarations of health and character. Students and apprentices are required to provide confirmation of a satisfactory enhanced Disclosure and Barring Service (DBS) and occupational health (OH) clearance. These will be verified by the University, EPs support apprentices to meet this requirement. The handbooks also provide detailed information regarding the requirement for students to complete an OH and DBS check at the commencement of the programme, as well as the requirement to submit annual declarations and on completion of the programme.

<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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In considering Standard 1.8, the visitor team reviewed the programme handbooks and practice learning guide. This review confirmed that students are provided with clear guidance regarding the DBS process and the associated self-declaration requirements. The documentation also outlines the fitness to practice procedures, including the obligation for students to disclose any information that may affect their ability to practise safely and effectively. Fitness to practice concerns for apprentices will be discussed with their employer in a tripartite meeting. Failure for an apprentice to disclose criminal offence will be referred to fitness to practice and their employer.

<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.</p>	<p>Met</p>
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The visitor team reviewed the programme handbooks and the CVs of the programme team. Through this review, the visitor team confirmed that the LME provides the required evidence and declarations relating to students' health and character. The processes through which these requirements are fulfilled are clearly articulated within the programme handbooks. During the visit, the LME further confirmed that all students are met individually at the conclusion of the programme, following their meeting with their academic assessor (AA). This meeting provides an opportunity to review and confirm each student's health and character status prior to the final confirmation required for registration.

<p>1.10 ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult).</p>	<p>N/A</p>
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This is not a shortened pre-registration midwifery programme.

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

2: Curriculum

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

2.1 ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	Met
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The visitor team reviewed the evidence and associated mapping documentation and confirmed that the programmes are aligned with the NMC Standards framework for nursing and midwifery education (SFNME) (NMC 2018, updated 2023). The evidence demonstrates that all programme modules have been systematically mapped against the NMC Standards of Proficiency for Midwives (SoPM) (NMC 2019), as well as the knowledge, behaviours, and skills outlined within the Skills England Midwife (2019 NMC standards) (Integrated degree) occupational standard. The mapping of the SoPM was further discussed and verified during meetings with representatives from the UoW senior leadership team and the programme team during the visit.

2.2 comply with the NMC Standards for student supervision and assessment.	Met
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This review confirmed that the information and support provided to students, PAs, and PSs are aligned with the requirements of the NMC Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023). PAs receive appropriate preparation and ongoing support, including guidance and training delivered by the UoW practice learning lead. Students are also provided with clear guidance and training on the completion and maintenance of the MORA to ensure that it is kept accurate and up to date throughout their practice learning experience. The preparation of PAs and PSs was further discussed and verified during meetings with representatives from the UoW senior leadership team, the programme team and representatives from PLPs and EPs during the visit.

2.3 ensure that programme learning outcomes reflect the Standards of proficiency for midwives.	Met
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The visitor team reviewed the programme specifications, module specifications and mapping documents and confirmed that the modules have been mapped against the NMC SoPM. The mapping document clearly maps key themes and specifically each domain and proficiency to each module to corroborate that no standard has been omitted.

2.4 involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes.	Met
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The visitor team reviewed the midwifery programme briefing paper, notes from PSCs' meetings, the PSC strategy for midwifery, and the programme specifications. This evidence confirms that PSCs have been involved in co-design of the modified proposed programme. The documentation demonstrates that PSCs' perspectives inform the development of case-based learning within the curriculum. In particular, the strategy outlines the co-production of learning scenarios with PSCs and their collaborative contribution to formative assessment activities. During the visit, the visitor team also met with PSC representatives to discuss their involvement in the development of the proposed programme. PSC representatives confirmed that they had participated in discussions relating to the development of case studies and had contributed their perspectives to ensure that learning activities reflect authentic PSC perspectives and lived experiences.

2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language.	N/A
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This standard is not applicable 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 team reviewed the programme specifications, module specifications, the practice learning experience pathways document and the student midwife case loading and continuity of care and carer guide. The evidence demonstrates that the programme is appropriately designed to ensure that students are exposed to a comprehensive range of midwifery practice experiences. The programme documentation confirms clear mapping to the Standards for pre-registration midwifery programmes (SPRMP) (NMC 2024) including explicit year-by-year guidance on continuity of midwifery carer, acknowledging that not all PLPs and EPs provide dedicated continuity of carer teams. Furthermore, the module specifications show that students are required to engage critically with the professional, legal, and ethical dimensions of contemporary midwifery practice. This was further discussed and verified during meetings with representatives from the UoW senior leadership team and the programme team during the visit.

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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The visitor team reviewed key programme documentation, including the practice learning guide, simulation and skills map and the UoW simulation and clinical skills philosophy. The programme specification clearly articulates the importance of simulation and technology enhanced learning within the curriculum. The visitor team confirmed that skills development, simulation, and the use of educational technologies are integrated proportionately and effectively across the programme to support student learning. The programme team has aligned skills-based learning and simulation activities with case-based learning approaches and narrative scenarios to enhance the application of theory to practice. Skills and simulation activities contribute meaningfully to the programme's theoretical learning hours and are embedded throughout the curriculum. During the visit, the programme team and the lead for clinical skills and simulation provided an example of PSC involvement in the design of learning activities. Specifically, the programme team is developing an interprofessional learning scenario focused on postpartum haemorrhage. The design and development of this scenario involved consultation with PSCs and was

discussed within the monthly PSC forum, demonstrating collaborative engagement in the development of authentic and practice relevant simulation experiences.

<p>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.</p>	<p>Met</p>
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The visitors reviewed the programme handbooks and the midwifery programme briefing paper and confirmed that the balance of practice learning experience and theory is appropriately maintained, with each comprising 21 weeks per academic year. Across the duration of the programmes, students undertake a total of 4,660 hours of scheduled learning activity, comprising 2,330 hours of theory and 2,330 hours of practice learning. Theoretical learning is delivered through a combination of face-to-face, synchronous, and asynchronous teaching methods. The structure provides an allocation of seven study days for each 15-credit module and 10 study days for each 30-credit module. Students are required to undertake 37 hours of practice learning experience per week, encompassing a range of shift patterns to support the development of professional proficiency.

<p>2.9 ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, by meeting the following criteria:</p> <p>2.9.1 ensure that all pre-registration midwifery programmes meet the equivalent minimum programme length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours, or</p> <p>2.9.2 where a student is already registered with the NMC as a registered first level nurse (adult), education and training as a midwife shall be a minimum of two years, which consists of a minimum of 3,600 hours, or</p> <p>2.9.3 where a student is already registered with the NMC as a registered first level nurse (adult), education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.</p>	<p>Met</p>
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The visitor team reviewed the practice learning guide, programme specifications, module specifications and programme handbooks. The visitors confirmed that the documentation clearly articulates an appropriate programme length, consisting of 4,660 hours, and associated hours. The programmes comprise 21 weeks of theoretical learning and 21 weeks of practice learning annually, amounting to a total of 2,330 theory hours and 2,330 practice hours across the duration of the programme. An additional nine weeks are allocated for reassessment and time recovery, while these weeks are identified within each year's programme planner, they do not contribute to the overall programme hours; EPs are aware and support apprentices to complete reassessments and time recovery as required on an individual basis. Programme hours were further discussed and verified during meetings with representatives from EPs, the UoW senior leadership team and the programme team during the visit.

<p>The visitors conclude that the AEI has met Standard 2: Curriculum.</p>

3: Practice learning

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

3.1 provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives.	Met
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The visitor team reviewed the practice learning guide and programme specifications and confirmed the programmes provide students with the requisite practice learning opportunities that enable students to develop and meet the SoPM. All practice learning environments, including those offering elective placements, are formally audited to ensure their suitability. Registered staff within these settings are required to complete the UoW placement support training prior to hosting students. This ensures that all placement environments and personnel meet the expectations set out in the SSSA.

The robustness of the mechanisms in place to assure the quality and safety of elective placements, available for students on the BSc (Hons) midwifery programme, was explored in detail during the approval visit and was verified through discussions with representatives of the UoW senior leadership team and programme team.

3.2 ensure students experience the role and scope of the midwife, enabling them to provide holistic care to women, newborn infants, partners and families.	Met
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The visitor team reviewed the programme specifications and practice learning pathways document and confirmed that students undertake practice learning experiences across the whole midwifery continuum which include a practice learning experience with a different maternity provider in Year 3. Assessment of practice learning experiences is undertaken and recorded in the MORA. This was confirmed during the visit in meetings with representatives from the UoW senior leadership team, the programme team, representatives from PLPs and EPs and by students.

3.3 provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multiagency team working.	Met
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The visitor team reviewed the programme specifications, module specification and programme mapping documents and confirmed that students will work with a range of professions demonstrating collaboration with midwifery. During the visit, the programme team outlined planned learning activities that will facilitate interprofessional engagement with other professional groups, including paramedics, medical students, and social work teams. The visitor team also described the use of the UoW 'law court' simulation during Year 1, through which students will explore cases to enhance their understanding of professional accountability, legal frameworks, and multidisciplinary decision making. In addition, a range of practice learning experiences were identified to support integrated and interprofessional learning. These include practice learning experiences in medical and surgical settings, reproductive health services, and additional neonatal care environments.

3.4 provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants.	Met
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The visitor team reviewed the student case loading and continuity of care and carer guide and confirmed that the document clearly communicates the expectations regarding required episodes of care. The guide provides guidance to support students in achieving the necessary experiences associated with case holding and proficiencies related to

continuity of midwifery carer. During the visit, the LME clarified that the approach to continuity of midwifery carer had been developed through engagement with key stakeholders. The LME also explained that case holding is embedded progressively within the curriculum, enabling students to develop their proficiency in continuity of midwifery carer across the whole continuum of care through a structured and graduated learning approach.

<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 programme with additional sexual and reproductive health needs.</p>	<p>Met</p>
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The visitor team reviewed the programme and module specifications, the practice learning guide and the MORA. The visitor team confirmed that the MORA clearly sets out the minimum requirements for each academic year to ensure students achieve the mandated practice learning outcomes. The programme employs a patchwork portfolio as the summative assessment for practice learning modules across all three years, which encourages students to develop care plans and critically reflect on their practice learning throughout all three years of the programme. Summative assessments also specifically require students to reflect on their experiences within sexual and reproductive health placements. Practice learning experiences are strategically scheduled each academic year to include delivery suite and birth unit experiences, as well as community, antenatal and postnatal ward experiences. To support students in achieving the required birth numbers, the programme team implements a range of structured mechanisms, including regular PLP meetings, utilisation of a tracking system by AAs to monitor student progress. Students are informed that they can escalate concerns regarding changes to their planned practice learning areas via a QR code prominently displayed on practice learning environment noticeboards. For students who fall behind in achieving the required practice learning hours, individualised plans are developed by the UoW progression lead to ensure they meet the required practice learning experience requirements. During the visit, practice learning experiences and associated support mechanisms were discussed with representatives from the UoW senior leadership team, the programme team, and students.

3.6 ensure students gain experience of leadership and team working with different maternity providers.	Met
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The visitor team reviewed the programme specifications and practice learning guide and confirmed that these documents clearly outline the range of professionals with whom students may undertake practice learning. The documentation provides explicit guidance regarding the multidisciplinary nature of practice learning opportunities and the professional groups that may contribute to students' learning experiences. The UoW PLAST, working collaboratively with PLPs and EPs, facilitates and supports all students in accessing practice learning experiences across a diverse range of providers. During the visit, the mechanisms for monitoring practice learning experiences were discussed with representatives from the UoW senior leadership team and the programme team.

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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The visitor team reviewed the programme specifications midwifery programme briefing paper, PSC guide, and practice learning guide. These documents demonstrate that the programme has been designed to ensure that students gain experience of working with diverse populations across a range of care settings. Students undertake practice learning experiences within both medical and surgical environments to develop proficiencies in providing additional care. These practice learning experiences provide opportunities for students to engage with individuals from a broad range of backgrounds and health needs. In addition, students complete a two-week reproductive and sexual health practice learning experience, during which they work alongside a variety of healthcare professionals who support the diverse needs of individuals accessing maternity services. Opportunities for complementary visits are also available to further enrich students' learning and broaden their exposure to different care contexts. During the visit, the LME confirmed that the programme team is actively engaging with external organisations, including Black Maternity Matters, to strengthen the programme's approach to working with diverse populations.

3.8 provide learning opportunities that enable students to develop the required knowledge, skills and behaviours needed when caring for women and newborn infants when complication and additional care needs arise, including as they relate to physical, psychological, social, cultural and spiritual factors.	Met
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The visitor team reviewed the module specifications, practice learning experience pathways documents and the MORA. The visitor team confirmed that the programme provides students with opportunities to engage in learning that encompasses physical, psychological, social, cultural, and spiritual factors influencing care. The programme's pedagogical design supports students in engaging with individuals across a range of contexts and health conditions. For example, students may work with individuals experiencing additional conditions, such as epilepsy, enabling them to consider holistic aspects of care within real world settings. In addition, the Year 2 case-holding element supports students to follow a client with additional care needs over time, facilitating continuity of learning and a deeper understanding of the individual's holistic care requirements. These approaches were discussed during the visit in meetings with the programme team, and representatives from PLPs and EPs.

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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The visitor team reviewed the practice learning guide and programme handbooks and confirmed that mechanisms are in place to support students throughout their learning journey. The practice learning guide and programme handbooks outline the support structures available and demonstrate how these are embedded within the curriculum. The documentation also evidences a framework of support for students requiring reasonable adjustments, ensuring that individual needs are appropriately recognised and addressed. These support mechanisms are introduced during the programme's induction week, promoting early awareness and facilitating timely access to available resources. In addition, a personalised placement support plan requiring reasonable adjustments is collaboratively developed for each student, in partnership with their PS or PA, alongside their personal academic tutor.

3.10 ensure students experience the range of hours expected of practising midwives.	Met
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The visitor team reviewed the programme specifications midwifery programme briefing paper, practice learning guide and the process for recording placement hours e-timesheets. The visitors confirmed that students undertake practice learning in block placements. Within these blocks, students complete an average of 37 hours per week, with hours calculated across the full block of placement weeks. During practice learning, students work a range of shift patterns consistent with those expected of a registered midwife to meet the required hours. All practice hours are recorded using an electronic timesheet system within the online placement platform. Students submit a daily electronic request for the shift they have worked to be verified by their PS. Once confirmed, the hours are automatically recorded within the student's training record on the placement platform. The visitor team also discussed the monitoring and oversight of placement hours with the LME and members of the programme team during the visit.

3.11 ensure students are supernumerary.	Met
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The visitor team reviewed the programme specifications, programme handbooks, practice learning guide, and apprenticeship documentation and confirmed that the programme ensures the students supernumerary status during practice learning.

Programme documentation clearly states that all students and apprentices maintain supernumerary status throughout their practice learning experiences. The documentation also confirms that apprenticeship employment hours are not counted towards programme practice learning hours.

The apprenticeship agreement demonstrates that Eps work in partnership with UoW to ensure that apprentices are provided with appropriate supernumerary status during practice learning. The agreement further confirms that employers have governance arrangements, systems, and processes in place to oversee and support apprentices' learning experiences within practice settings. UoW monitors off-the-job learning hours, including theory and supernumerary practice learning hours, through individual learner progress reviews.

In addition, supernumerary practice learning hours for both students and apprentices are monitored through the recording of placement hours using electronic timesheets within the placement management system and through the MORA. These arrangements provide assurance that supernumerary status is maintained and that practice learning hours are accurately recorded and monitored.

The practice learning guide also sets out a clear process for students and apprentices to raise concerns if their supernumerary status is not being maintained during placement experiences.

The visitors conclude 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 team reviewed the programme specifications, placement audit tool and the practice learning guide and confirmed that the support, supervision, assessment and learning opportunities comply with SFNME and are highlighted in the practice learning guide. The visitor team also noted that audit tools and risk assessments are effectively utilised to inform ongoing quality assurance processes.

Students/apprentices personal academic tutor acts as the AA for year one and three and an alternative AA is allocated for year 2. All AA are prepared for the role.

Programme Specification for the Midwifery Degree Apprenticeship confirms Individual Learner Progress Reviews (ILPR) take place every 10-12 weeks, They are a tripartite meeting with the personal academic tutor, EP and apprentice.

These findings were further corroborated through discussions at the visit with representatives from the UoW senior leadership team, the programme team, PLPs and EPs.

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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The visitor team reviewed the PA preparation documents, the MORA and programme handbook and confirmed that the requirements for student supervision and assessment are clearly articulated and documented within the programme specification, practice learning guide, and programme handbook. Additionally, it was noted that PA and PS training is standardised across the programme.

4.3 ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes.	Met
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The visitor team reviewed the MORA and programme specifications and confirmed that the programme outcomes align with the SPRMP, as evidenced by the mapping documents and the detailed module specifications.

4.4 provide students with constructive feedback throughout the programme to support their development.	Met
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The visitor team confirmed that feedback processes are clearly articulated within the programme documentation. The programme specification outlines the approach to formative assessment, and module specifications provide further detail on the assessment requirements and formative assessment strategies for each module.

The practice learning guide clearly explains how practice assessment is operationalised through the MORA. This includes both formative and summative assessment of practice, with students receiving formative feedback through a midpoint review and a summative holistic assessment at the end of each placement.

During the visit, discussions with the programme team and students confirmed that there are a range of opportunities for students to receive feedback throughout both theory and practice learning.

<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 team reviewed the programme and module specifications and the medicines standards mapping and confirmed that students are required to undertake a numeracy assessment in each academic year of the programme. In the final year, within the transition to early career midwifery practice module, students must successfully complete a medicines calculation examination with a mandatory pass mark of 100%. Evidence of this requirement and students' achievement is recorded within the MORA.

<p>4.6 assess students to confirm proficiency in preparation for professional practice as a midwife.</p>	<p>Met</p>
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The visitors reviewed the programme handbooks, practice learning guide, programme specification and the MORA. The visitor team confirmed that summative assessments within the MORA are completed by the nominated PA who will also work with the nominated AA to make a recommendation for student progression and for the award of the final qualification. During the visit, the procedure for the final confirmation of award was discussed with the LME and programme team.

<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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The visitors reviewed the MORA, programme specifications and programme handbooks and confirmed that students are supported to complete proficiencies within their MORA, building on this throughout their programme. The appointed AAs and programme academic tutors are responsible for monitoring and confirming completion of practice hours through the online practice learning platform.

<p>The visitors conclude 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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The visitor team reviewed the programme specifications and programme handbooks and confirm the documents clearly state the minimum award for a pre-registration midwifery programme is a bachelor's degree.

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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The visitor team reviewed the programme handbooks and confirm these documents clearly state that students must register with the NMC within five years of successfully completing the programme. It also informs students that failure to do so means that additional education and training will have to be undertaken for the award to be added to the student's registration.

The visitors conclude that the AEI has met Standard 5: Qualification to be awarded.

Conditions and recommendations

Conditions

Following the quality assurance process, the conjoint panel identified a condition.

All conditions must be met in full before the programme can be recommended to the NMC for final approval.

The agreed deadline for the completion of these conditions, to align with the intended delivery date, is 24 March 2026.

Conditions				
No.	Condition details	Specific standard(s) not met	NMC	AEI
C1	Respond to the Approval Panel's comments and make the required amendments to the programme documentation, including reviewing the learning outcomes and apprenticeship Knowledge, Skills and Behaviours (KSBs) with attention to pedagogy, design, and their mapping; reflecting on EA2 module specification comments and relevant KSB expectations; ensuring consistent and inclusive terminology; and providing all essential student-facing information with appropriate hyperlinks.	-		<input checked="" type="checkbox"/>
<p>Response to condition: The Chair of the conjoint panel confirmed by email (dated 24 March 2026) that all internal conditions, as noted in the minutes of the visit, have been met.</p> <p>The visitor team considers that for Condition C1, UoW has fully addressed the requirements of the condition and therefore Condition C1 is met.</p>				

Recommendations for enhancement

Recommendations				
No.	Recommendation details	Specific standard(s)	NMC	AEI
R1	It is recommended that the programme team undertakes a review and enhancement of its employer and PSC engagement strategy to ensure these stakeholders are actively involved as partners in student recruitment and selection processes.	Standard 1.4 [SFNME Standard 2.7]	NMC only	

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 team 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 team:

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"/>	<input type="checkbox"/>
Programme proposal overview document, including rationale and co-production	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CVs) for relevant staff to confirm NMC registration where required and to demonstrate adequate resources for safe and effective programme delivery, including LME details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Agreements with PLPs and EPs that they will support the programme and support supernumerary status for students in accordance with requirements of programme standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evidence of PSC involvement in programme design, delivery and evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme planner (indicating where theory and practice hours are achieved)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme handbook(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping of programme learning outcomes against module learning outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping against Part 3: Standards for pre-registration midwifery programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping of programme outcomes against NMC Standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student-facing supporting documentation/VLE site	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment information for students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning allocation information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation (PAD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Midwifery ongoing record of achievement (MORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook/information for practice supervisors and practice assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated No, above, please provide the reason and mitigation:		
List additional evidence:		
N/A		
Additional comments:		
N/A		

During the event, the visitor/s engaged with the following:

	Yes	No
Senior managers of the AEI with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input 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"/>	<input type="checkbox"/>
Programme delivery team	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice staff representatives (practice leads/practice supervisors/practice assessors)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Representatives for PSCs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student representatives	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated No above, please provide the reason and mitigation:		
N/A		
Additional comments:		
N/A		

FINAL REPORT			
	Name	Position	Date
Author/s	Mrs Jayne Leverton Mrs Michelle Steptoe Dr John Deane	Registrant Visitor Registrant Visitor Lay Visitor	25 March 2026
QAA Officer	Jon Hall	QAA Officer	25 March 2026

QAA3058 – R15052 – April 26

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