



Nursing and Midwifery Council Quality Assurance Review

Programme Approval Report for:

Pre-registration midwifery qualification leading to:

Pre-registration Midwifery

York St John University

May 2025

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	York St John University Lord Mayor's Walk York YO31 7EX				
AEI Institution Identifier [UKPRN]	<u>10007713</u>				
Name and location of programme delivery partner(s) if not the AEI/EI noted above	N/A				
Name of new employer partners for apprenticeships	N/A: this is not an apprenticeship route				
Approval type	Programme approval				
Name of programme					
NMC programme title	AEI programme title (if 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"/>
Interim awards available There are no interim awards for this qualification that lead to NMC registration					
Proposed programme start date	14 September 2025				
Standard(s) under assessment	<input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for pre-registration midwifery programmes Note that the AEI has taken an institutional approach to Part 2: Standards for student supervision and assessment and therefore compliance with Part 2 has been confirmed through a previous review.				

Date of visit	22 and 23 May 2025
Visitor team	Registrant Visitors: Professor Jayne Marshall Mrs Joanne Divers Lay Visitor: Dr Rana Parween

Executive summary

Quality Assurance Reviews (QARs) are undertaken for the specific purpose of making recommendations to the Nursing and Midwifery Council (NMC) in relation to the approval (or otherwise) of the above-named programme(s) or in relation to the approval (or otherwise) of major modifications to the above-named programme(s). Reviews follow the Gateway approach to programme approvals and major modifications, as outlined in [QAA Guidance for Approved Education Institutions and Education Institutions on NMC Quality Assurance Reviews](#).

Reviews involve a period of desk-based analysis with the opportunity for NMC visitors to request further information, evidence or clarification and a conjoint visit with the Approved Education Institution (AEI) or Education Institution (EI) programme approval panel. All evidence submitted by the AEI or EI is reviewed by the visitors.

Visits enable both the NMC visitors and the AEI or EI programme approval panel to gather further evidence and clarifications to inform their judgements and make recommendations about the AEI or EI ability to meet the NMC standards. Visits will normally include meetings with a range of stakeholders such as students, people who use services and carers, employers, practice learning partners, the programme team, and senior managers.

For programme approvals all standards within Part 3: Standards for pre-registration midwifery programmes (2019, updated 2024) are reported upon. For major modifications only those Part 3 standards impacted by the modification are reported upon. The visitor team confirms with the AEI/EI which Part 3 standards are in scope for a major modification.

Following a review, a draft report is shared with the AEI or EI for the purposes of confirming factual accuracy before the report is finalised.

The conjoint visit with York St John University's approval panel and practice learning environment visit took place on 22 and 23 May 2025.

Context for the review

This review was conducted to approve the York St John University (YStJU) BSc (Hons) Midwifery programme in response to the clinical need for more midwives to be trained. The NHS Long-term Workforce Plan (2023) highlighted the need for more midwifery training places; therefore the development of this midwifery programme supports national objectives to increase the number of trained midwives within the workforce.

The midwifery programme at YStJU proposes to offer a comprehensive pathway for aspiring midwives to gain contemporary academic, reflective leadership and clinical practice skills and become a professionally registered midwife who is part of the future midwifery workforce.

The programme includes an inter-professional agenda, where students are encouraged to consider the role of different professions alongside midwives and how they are involved as part of provision of individual care. This may take the form of multiprofessional simulation-based scenarios with other YStJU students, case scenarios, case discussion and visiting speakers from a variety of different practice learning environments. By integrating interprofessional learning with problem-solving and leadership skills, student midwives will be encouraged to make a unique contribution to midwifery services right from the start of their training.

YStJU established a consultation with the York and Scarborough Midwifery and Neonatal Voices Partnership (MNVP) to gain the views of people who use services and carers (PSCs). A survey was designed in collaboration and open to participants on the MNVP social media page seeking input on the interview questions for midwifery recruitment and the content of the midwifery programme. The plan is for PSCs to continue to underpin the learning within the midwifery programme once approved, with MNVP members sharing their experiences to enhance the use of case studies and 'real life' scenarios within the midwifery programme. The MNVP also intends student midwives to be part of the meetings and become involved in local projects and developments.

The visitor team attended a practice learning environment visit at Harrogate Hospital on 22 May 2025, meeting with Senior Practice Learning Partners (PLPs) and Practice Learning leads. The team also visited practice learning areas to observe the learning environment.

The conjoint panel meeting took place on 23 May 2025, and the visitor team met with a range of senior staff, academic teaching and support staff, who represented the programme including clinical skills and practice learning. As this is a new programme approval the visitor team also met with representatives from other YStJU students, PSCs and senior leadership from PLPs of the following Trusts: Harrogate and District NHS Foundation Trust, York and Scarborough Teaching Hospitals NHS Foundation Trust, and NHS Humber and North Yorkshire ICB.

The final recommendation made by the visitor team to the NMC, following consideration of YStJU's response to any conditions required by the approval panel, is as follows:

Programme is recommended to the NMC for refusal. The programme does not meet all standards and requirements to enable students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

The detailed findings of the visitor team's review are explained in more detail in the following sections. This includes a summary of any conditions of approval and confirmation of whether these have been satisfactorily addressed.

Conditions and recommendations

The **provisional judgement** of the visitor team following the visit and prior to the consideration of YStJU's response to any conditions was as follows:

Programme is recommended to the NMC for approval after conditions are met to ensure the programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

Conditions

Conditions				
No.	Condition details	Specific standard(s) not met	NMC only/ Joint	AEI/EI only
C1	Provide details of EDI/unconscious bias training that will be provided to all those involved in student recruitment, irrespective of their role, and assurance that this training will be mandatory for all participants.	1.4	Joint	
C2	Provide documentation to evidence that Standard 2.4 has been met, either by providing further documentation, such as minuted meetings, curriculum development workshops or action plans, or else seeking further engagement with stakeholders to ensure the curriculum as currently developed has been reviewed by women, partners, families and advocacy groups and that their voices have fed into the design, development, delivery and evaluation of the programme.	2.4	Joint	

C3	<p>Provide written memoranda of understanding with PLPs to support the defined minimum cohort number, confirmed at the visit as eight students, to:</p> <ul style="list-style-type: none"> evidence the confirmation of the number of placements available from each partner to support the programme minimum cohort to ensure that this standard is met confirm that there are sufficiently trained Practice Supervisors (PSs), Practice Assessors (PAs) and Academic Assessors (AAs) to support the increased student numbers proposed to ensure full compliance with Part 2: Standards for student supervision and assessment confirm that staff will have protected time to support students with their practice assessment documentation. 	3.1, 3.5	Joint	
Date for all conditions to be met to meet intended delivery date		9 July 2025		

Joint conditions relate to both NMC standards and YStJU's programme approval outcomes. All conditions must be met in order for a programme to be recommended to the NMC for final approval.

Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard(s)	NMC only/ Joint	AEI/EI only
R1	Consider liaison with PLPs to further explore alternative delivery of provision to meet workforce needs (eg, staggered start dates to support pipeline, apprenticeships, and/or shortened midwifery).	3.1	Joint	
R2	Increase partnership working with LMEs, other AEIs and ICBs to ensure students have a consistent learning experience.	3.1	Joint	

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

Statements of good practice

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

Response to conditions

The visitor team reviewed in full the response(s) and evidence from YStJU to the conditions set. The findings of the visitor team with regard to responses to individual conditions are recorded in the main body of this report.

Response to NMC and Joint NMC/AE/IE conditions

Response to conditions		
No.	Condition details	Findings
C1	Provide details of EDI/unconscious bias training that will be provided to all those involved in student recruitment, irrespective of their role, and assurance that this training will be mandatory for all participants.	<p>Following the submission of further evidence after the visit, the visitor team took the view that there is only a brief paragraph on EDI/unconscious bias training with very little specific detail of what the training would involve and the checks that would be in place to monitor ongoing mandatory training of members of the interview panels. The visitor team also noted that there was little or no evidence to assure them that all those who have already acted as panel members and interviewed students for this programme have had training and are conversant with contemporary EDI/unconscious bias principles.</p> <p>At that point, the visitor team therefore considered that for Condition C1, YStJU had not fully addressed the requirements of the condition and standards so Standard 1.4 was not met.</p> <p>YStJU was provided with an opportunity to submit further evidence against this condition, and the visitor team, having reviewed this material, considered that the YStJU response provided sufficient evidence to meet Condition C1 because it demonstrated that unconscious bias and EDI training will be mandatory for all individuals involved in student recruitment, regardless of role. The requirement extends to internal interviewers, PSCs, and clinical partners, with a clear process in place for enrolment, certification, and completion tracking via HR and the eLearning platform. This ensures a consistent and auditable approach to training. While this satisfies the condition, the response would be strengthened by explicitly outlining how this training contributes to addressing underrepresentation, as required by Standard 2.6 of the NMC Standards framework for nursing and midwifery education. However, the outlined measures do support a fair and transparent recruitment process.</p> <p>At this point, the visitor team therefore considered that for Condition C1, the YStJU has fully addressed the requirements of the condition and standards so Standard 1.4 is met.</p>

C2	<p>Provide documentation to evidence that Standard 2.4 has been met, either by providing further documentation, such as minuted meetings, curriculum development workshops or action plans, or else seeking further engagement with stakeholders to ensure the curriculum as currently developed has been reviewed by women, partners, families and advocacy groups and that their voices have fed into the design, development, delivery and evaluation of the programme.</p>	<p>Following the submission of further evidence after the visit, the visitor team took the view that the chronological list of meetings supplied to evidence engagement lacks supporting records because no minutes or notes were provided, so the nature of engagement and its impact could not be determined. A log provided a succinct chronology of participation of stakeholders, but specific detail was difficult to comprehend. PSCs had been instrumental in the development of interview questions, but there was no clear evidence of how practice partners and existing university students had informed the design of the curriculum.</p> <p>The visitor team noted that the MNVP meeting of 13.01.2025 stated that YStJU had worked closely with MNVP and other stakeholders to develop the programme but no minutes or notes from these activities were provided to substantiate what was discussed and who attended these meetings sufficient to meet this standard. An action log compiled after the validation event (12.06.2025) details future activities, rather than curriculum development activities that have already occurred and informed the programme design.</p> <p>The visitor team therefore considered that for Condition C2, YStJU had not fully addressed the requirements of the condition and Standard 2.4 was not met.</p> <p>YStJU was provided with an opportunity to submit further evidence against this condition, and the visitor team, having reviewed this material, considered that the documentation provided by the university in response to Condition C2 does not fully meet the requirements of NMC Standard 2.4 or the specific condition set at the visit. While the Service User and Carer Operational Strategy outlines a general institutional approach to PSC involvement, it is largely generic and not specific to the midwifery programme. It lacks clear evidence of how women, partners, families, and advocacy groups have been actively engaged in the design, development, delivery, and evaluation of the midwifery programme to date.</p> <p>The accompanying log of involvement predominantly documents practice partner engagement, with only limited and superficial evidence of PSC or family input. There is minimal detail demonstrating how the views of women and families have been meaningfully incorporated into programme content or structure. Most PSC contact appears focused on interview participation or future intentions rather than completed actions, and further documentation or</p>
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		<p>engagement activity is required to evidence that diverse stakeholders (specifically women, families, and advocacy groups) have informed the curriculum in a substantive and meaningful way.</p> <p>The visitor team also noted that the YStJU survey of PSCs noted in the GW3 2.4 narrative was not supported by evidence of the survey results, or how this fed into curriculum development and that the consultation was evidenced by one presentation at the MNVP meeting and the two question survey so it is not clear that PSCs have therefore underpinned the programme design. In addition, the visitor team had not seen any examples of case studies or real-life scenarios having been shared by the MNVP to feed into the curriculum and that this was just one MNVP group rather than with MNVP groups serving the locality of the other placement provider.</p> <p>The visitor team therefore considered that for Condition C2, YStJU had not fully addressed the requirements of the condition and standards so that Standard 2.4 was not met.</p>
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C3	<p>Provide written memoranda of understanding with PLPs to support the defined minimum cohort number, confirmed at the visit as eight students, to:</p> <ul style="list-style-type: none"> evidence the confirmation of the number of placements available from each partner to support the programme minimum cohort to ensure that this standard is met confirm that there are sufficiently trained PSs, PAs and AAs to support the increased student numbers proposed to ensure full compliance with the Part 2 SSSA standards confirm that staff will have protected time to support students with their practice assessment documentation. 	<p>Following the submission of further evidence after the visit, the visitor team took the view that the three informal emails provided did not provide the necessary assurance regarding trained supporting staff.</p> <p>The emails confirmed the maximum number of student midwives each Trust would be able to accommodate at the current time were:</p> <p>South Tees - two students</p> <p>York and Scarborough Teaching Hospitals NHS Foundation Trust - two students</p> <p>Harrogate - four students</p> <p>Therefore a total of eight, compared to the original proposal of 20 student midwives/cohort. However, the minutes of the approval event formally confirm the reduction of the target number of students for the first intake to eight. This detail was evidenced in brief emails rather than the requested MoUs, and there was still no evidence:</p> <ul style="list-style-type: none"> of sufficiently trained PSs, PAs and AAs to support the increased student numbers proposed to ensure full compliance with the Part 2 SSSA standards that staff will have protected time to support students with their practice assessment documentation. <p>At this point, the visitor team therefore considered that for Condition C3, YStJU has not fully addressed the requirements of the condition and Standards 3.1 and 3.5 are not met.</p> <p>YStJU was provided with an opportunity to submit further evidence against this condition, and the visitor team, having reviewed this material, found that the MoUs for the three PLPs supplied outline confirmation of supporting practice staff and time allocation. However, these do not refer to being compliant with the NMC SSSA, for example preparation and training of PSs and PAs. There is also one PLP MoU outstanding in order to fully meet the condition.</p> <p>The visitor team therefore considered that for Condition C3, YStJU has not fully addressed the requirements of the condition and Standards 3.1 and 3.5 are not met.</p>
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The visitor team considers that not all conditions listed above have been satisfactorily addressed for the reasons cited and therefore some required NMC standards remain unmet as follows:

Standard 2.4: Involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes:

Provide documentary evidence of further documentation or engagement activity to demonstrate that diverse stakeholders (specifically women, families, and advocacy groups) have informed the curriculum in a substantive and meaningful way.

Standard 3.1: Provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives.

Standard 3.5: Provide learning opportunities across the whole continuum of care that enable students to gain experience to:

3.5.1 support and care for women during pregnancy, undertaking no less than 100 antenatal examinations

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

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

3.5.4 support and care for no less than 100 women postnatally and 100 healthy newborn infants

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

3.5.6 care for newborn infants requiring additional care or have complications, including in a neonatal unit and

3.5.7 care for women across the life course with additional sexual and reproductive health needs.

Provide evidence that all MoUs are compliant with the NMC SSSA, for example preparation and training of PSs and PAs.

Provide the one outstanding PLP MoU.

Response to AEI only conditions

The response to YStJU conditions that are not directly related to individual NMC standards is reported in the table below.

Response to AEI only conditions		
No.	Condition details	Findings
C4	Ensure that corrections are made to all documents to ensure consistency and to remove all references to nursing programmes.	<p>The Chair of the conjoint panel confirmed by email (dated 09 July 2025) that access to the amended paperwork has been provided, the material has been reviewed and approved and that all internal conditions, as noted in the minutes of the visit, have now been met.</p> <p>The team considers that for Condition 4, YStJU has fully addressed the requirements of the condition and therefore Condition C4 is met.</p>

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

Programme is recommended to the NMC for refusal - the programme does not meet all standards and requirements to enable students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

Explanation of findings for Part 3

1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable
1.1	Appoint a lead midwife for education who is responsible for midwifery education in the AEI.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Inform the NMC of the name of the lead midwife for education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Ensure recognition of prior learning is not permitted for pre-registration midwifery programmes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.5	<p>Confirm on entry to the programme that students:</p> <p>1.5.1 meet the entry requirements for the programme as set out by the AEI and are suitable for midwifery practice</p> <p>1.5.2 demonstrate an understanding of the role and scope of practice of the midwife</p> <p>1.5.3 demonstrate values in accordance with the Code</p> <p>1.5.4 have capability to learn behaviours in accordance with the Code</p> <p>1.5.5 have capability to develop numeracy skills required to meet programme outcomes</p> <p>1.5.6 can demonstrate proficiency in English language</p> <p>1.5.7 have capability in literacy to meet programme outcomes</p> <p>1.5.8 have capability to develop digital and technological literacy to meet programme outcomes.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6	Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7	Ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC Guidance on health and character. This includes satisfactory occupational health assessments and criminal record checks.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.8	Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9	Ensure the lead midwife for education, or their designated midwife substitute is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10	Ensure NMC registered nurses entering a shortened pre-registration midwifery programme are a Registered nurse: first level (adult).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

1. The visitor team considered a range of evidence including the YStJU Narrative document, the programme specification, programme selection criteria, and material related to the recruitment process and entry requirement. The visitor team met the Pro Vice Chancellor: Education, the school senior management team, the programme development team, students, representatives of PSCs and staff at the practice learning placement.
2. In considering Standards 1.1 and 1.2, the visitor team found evidence that YStJU has appointed a Lead Midwife for Education (LME) who is also the programme lead for the BSc (Hons) Midwifery programme and informed the NMC of this appointment. The visitor team met with the LME and spoke to staff at the university as well as PLPs who confirmed this arrangement.
3. In considering Standard 1.3, the visitor team found evidence that YStJU does not recognise prior learning for entry to this programme, due to professional, statutory and regulatory body (PSRB) requirements.
4. In considering Standard 1.4, the visitor team found evidence that there are robust admission processes in place in partnership with practice to ensure that students meet the entry requirements. Applicants are required to meet the entry criteria before being invited for an interview, which ensures that all eligible applicants are given an equal opportunity to apply. The programme operates with an agreed interview schedule, and all applicants are asked the same set of standardised questions to maintain fairness and consistency. A range of stakeholders participate in the interview process including university staff, the PLPs and PSCs. The visitor team found, following discussion, that there was a lack of evidence to assure that Standard 2.6 of the Part 1 Standards Framework for Nursing and Midwifery Education (2018, updated 2023) (SFNME) is met: '2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation'. Those participating in student recruitment should, for example, engage in EDI training to assure this standard and this has not been evidenced in the documents nor during the visit where PSCs indicated they had not received any specific training. The panel set a **condition (C1)** that YStJU should provide details of EDI/unconscious bias training that will be provided to all those involved in student recruitment, irrespective of their role, and assurance that this training will be mandatory for all participants.

5. In considering Standard 1.5, the visitor team found evidence that YStJU encourages applications from people with a variety of backgrounds and experience and ensures that applicants must meet the defined minimum academic entry requirements. If an applicant's first language is not English, they need to take an International English Language Testing System (IELTS) test, or an equivalent qualification accepted by YStJU as clearly described on its website. A scoring system occurs at the interview stage based on the qualities of the NMC (2018) Code. Successful applicants are required to ensure they have a satisfactory Disclosure and Barring Service (DBS) check and Occupational Health (OH) clearance before commencement of the programme.
6. In considering Standard 1.6, the visitor team found evidence that entrants are required to have at least a level 4/C in GCSE maths (or equivalent) before entering the programme. The study skills team at YStJU provides self-help guides to maths and statistics success and there is also dedicated numeracy and mathematical 1:1 support from the study development tutor who specialises in mathematics. The visitor team found that during welcome week, student midwives will be introduced to the library and the digital skills team as well as services available at YStJU. Following this, the Academic Liaison Librarian for the school will visit midwifery students within year one, year two and year three of the programme to provide further details and support. The Academic Liaison Librarian for the School will be available for 1:1 meetings and support, and students will be able to book appointments. Several self-help learning guides on study skills, such as Guide to Essay Writing, will be available to students for their individual learning needs.
7. YStJU's specialist digital training and support team provides training courses, 1:1 tutorials and self-help guides to enable students to be proficient in digital literacy. Student midwives will use the digital e-MORA platform to evidence proficiencies and practice placement learning and experience; and support and guidance will be available to help students with the platform and regular 'check-in' sessions are to be provided to ensure any challenges are actioned early and scaffolding for the students is provided. Staff and the student the visitor team spoke to about the support offered to students confirmed the arrangements described for welcome week, the support from the Academic Liaison Librarian and the support from the specialist digital training and support team.
8. In considering Standard 1.7 and 1.8, the visitor team found evidence in the YStJU Declaration of Health and Character and DBS Processes Document, which provided evidence that appropriate processes are in place. Staff the visitor team met confirmed that the DBS and OH processes start at the acceptance stage, and any concerns are raised with the Head of School of Science, Technology and Health (STH) by the centralised admission team. The visitor team concluded that YStJU has in place measures to ensure students' health and character that 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 including satisfactory occupational health assessments and criminal record checks.
9. In considering Standard 1.9, the visitor team found that once the Declaration of Health and Character form is successfully completed, the LME provides supporting declarations of health and character for students within the 0-credit module. Staff and the student that the visitor team met confirmed that this process is in place for YStJU nursing provision and will be the same for midwifery, and the visitor team concluded that YStJU has processes in place to ensure that the lead midwife for education is

able to provide supporting declarations of health and character for students who have successfully completed an NMC-approved pre-registration midwifery programme.

10. In considering Standard 1.10, the visitor team found that this standard is not applicable since YStJU is not planning to provide the shortened pre-registration programme.
11. Based on the information made available, the visitor team considers that YStJU has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC standards to be met.

2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable
2.1	Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Ensure that programme learning outcomes reflect the Standards of proficiency for midwives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Involve women, partners, families and advocacy groups in the design, development, delivery and evaluation of programmes.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.6	Design and deliver programmes that support students and provide relevant and ongoing exposure to midwifery practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Ensure technology and simulated learning opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment, including where practice scenarios occur infrequently, and a proficiency is required.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Design curricula that provide an equal balance of 50 per cent theory and 50 per cent practice learning, using a range of learning and teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	<p>Ensure NMC approved pre-registration midwifery education programmes are of sufficient length to enable students to meet the NMC Standards of proficiency for midwives and respective programme outcomes, by meeting the following criteria:</p> <p>2.9.1 ensure that all pre-registration midwifery programmes meet the equivalent minimum programme length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours, or</p> <p>2.9.2 where a student is already registered with the NMC as a registered first level nurse (adult), education and training as a midwife shall be a minimum of two years, which consists of a minimum of 3,600 hours, or</p> <p>2.9.3 where a student is already registered with the NMC as a registered first level nurse (adult), education and training as a midwife shall be a minimum of 18 months and 3,000 hours, and in order for the qualification to be recognised in EU member states it must be followed by a year of professional midwifery practice.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Curriculum requirements

The programme specifies a minimum of 4,600 programme hours with a 50:50 split between theory and practice.

The minimum programme length is three years consisting of 4,600 hours, comprised of a minimum 2,300 hours practice learning and 2,300 theory.

The whole programme comprises 360 credits across three years, as follows:

Year 1 (level 4): four 20 credit theory modules, plus one 40 credit practice module

Year 2 (level 5): four 20 credit theory modules, plus one 40 credit practice module

Year 3 (level 6): two 20 credit theory modules, one 40 credit theory module, plus one 40 credit practice module.

There is a zero credit transition to registration module to confirm practice learning hours and all experiences within Standard 3.5 have been completed.

Findings

12. The visitor team considered a range of evidence for this standard including the narrative document, programme specifications, module specifications, the programme plan, the mapping document, assessment material, e-MORA documentation, and MNVP survey material. During the visit, the visitor team met a range of senior staff, academic teaching and support staff, who represented the programme including clinical skills, PSCs and practice learning. As this is a new programme approval, there were no existing student midwives, however the student voice was represented.
13. In considering Standard 2.1, the visitor team found evidence that YStJU, which is an AEI with the NMC currently delivering pre-registration adult and mental health nursing programmes, complies with the NMC Standards framework for nursing and midwifery education (2018, updated 2023). The programme learning outcomes have been developed with reference to YStJU's Inclusive Education Framework to deliver a curriculum that embraces inclusion and diversity and enhances the values that the students ultimately take into the workplace and society in general.
14. The visitor team confirm that all modules are compulsory and non-compensable and must all be passed to acquire 360 credits, including a pass in all practice modules. The programme specifies a minimum of 4,600 programme hours (50:50 split between theory and practice) and a declaration of health and conduct for the award of BSc (Hons) Midwifery and this is evidenced in the programme specification.
15. In considering Standard 2.2, the visitor team found that YStJU is committed to providing all students with safe, effective and inclusive learning experiences and works in partnership with local PLPs to ensure that each learning environment has the governance and resources needed to deliver education and training. The visitor team was able to confirm this partnership arrangement during a site visit at Harrogate District Hospital and was further assured in discussion with senior practice learning staff members including the Senior team from York and Scarborough NHS Foundation Trust during the visit. The visitor team found evidence that YStJU encourages all students to actively participate in their own education, learning from a

range of people across a variety of settings. Working alongside PSs enables the student to learn and safely achieve proficiency and autonomy in their professional role and also gain an understanding of the role of other professionals within the multi-disciplinary team. YStJU plans to work in collaboration with PLPs to ensure all NMC-registered midwives are provided with the education to enable them to supervise student midwives as well as supporting PAs in student assessment.

16. The electronic Midwifery Ongoing Record of Achievement (e-MORA) is to be used and is mapped to the required NMC Standards of proficiency for midwives (2019, updated 2024). It supports the implementation of a robust and timely assessment which provides an evidence-based assurance of the student's achievements and abilities. In addition, the visitor team found evidence, including workshop materials, that YStJU ensures that PSs and PAs are well informed about the programme and appropriately prepared to support students.
17. In considering Standard 2.3, the visitor team found that the programme has been mapped to ensure that all the NMC Standards of proficiency for midwives (2019, updated 2024) in each of the six domains have been included within the programme and are evidenced in the e-MORA. The programme is based on a constructive pedagogical approach, where learning is built on throughout the three-year programme and there are a total of fifteen modules across the three years, one of which is non-credit bearing. All three practice-based modules and MID6002M attract 40 credits with the remaining modules attracting 20 credits.
18. Year one explores universal care for all PSCs; year two addresses the concept of additional care for PSCs experiencing or at risk of experiencing physical, emotional, and social complexities along with legal, ethical and evidence based aspects of care. Year three introduces emergency midwifery care, further developing the concept of the midwife as a scholar and quality/service improvement. The incorporation of simulation skill-based sessions will mimic and explore real-life scenarios and give students a safe environment to develop and test out practical skills and approaches to maternity care. Interprofessional learning will also be undertaken during simulation activities developing the student's skills in multi-professional working, communication and understanding of roles.
19. The on-campus, purpose-built maternity simulation suite will further enrich the learning experience by creating safe, controlled, clinically mirroring environments for students to refine their skills and develop deeper learning. This immersive approach serves to bridge the gap between theory and practice, promoting confidence among learners and creating a community of shared experiences. Together these aspects develop students that are not only knowledgeable but also proficient in applying their knowledge and skills in diverse clinical settings and situations. Simulation activities do not count as practice hours and are inclusive of the theory curriculum. One practice learning module will span across each year of the programme and will be assessed using the e-MORA and holistic assessment tool. The e-MORA is already mapped to Domain 6 of the NMC Standards of proficiency for midwives.
20. In considering Standard 2.4, the visitor team found that YStJU has engaged in consultation with the York and Scarborough Midwifery and Neonatal Voices Partnership (MNVP) building on an already established relationship, to gain the views of experts by experience. A survey was designed in collaboration with the chair of the MNVP and open to participants on the MNVP Facebook page from 1 to 30 September 2024 seeking support to develop the interview questions for midwifery

recruitment as well as the content of the midwifery programme. The visitor team found evidence in a discussion with PSCs at the visit that MNVP members have also been part of the interview panel of prospective student midwives. PSCs will continue to underpin the learning within the midwifery programme, with MNVP members offering to share their experiences to enhance the use of case studies and 'real life' scenarios within the midwifery programme. The chair of the MNVP has agreed to meet YStJU student midwives and has offered to facilitate a session regarding the work of the MNVP. The MNVP is also keen for student midwives to be part of the meetings and become involved in local projects and developments.

21. Notwithstanding the evidence of engagement with the MNVP, the visitor team found that there was no evidence of any formal curriculum development group meetings or documentation indicating the collaboration with PSCs and other stakeholders in the design and development of the curriculum alongside the programme lead. A request for further confirmation was made prior to the event. A **condition (C2)** was therefore applied that YStJU must provide documentation to evidence that this standard has been met, either by providing further documentation such as minuted meetings, curriculum development workshops or action plans, or else seeking further engagement with stakeholders to ensure the curriculum as currently developed has been reviewed by women, partners, families and advocacy groups and that their voices have fed into the design, development, delivery and evaluation of the programme.
22. In considering Standard 2.5, the visitor team found that this standard is not applicable since the programme will be delivered in England, not Wales.
23. In considering Standard 2.6, the visitor team found evidence that the programme will support students and provide relevant and ongoing exposure to midwifery practice because it is built on a block practice learning model to enable students to fully immerse themselves in the realities of working in midwifery services, balancing the day-to-day practical challenges and opportunities along with shift patterns, travel and emotional aspects of the role. It also supports students when not in practice learning placements to experience and become involved in aspects of student and university life. The programme is designed to prepare students for future employment through the integration of practical skills, theoretical knowledge and practice learning experiences and the curriculum is designed with current healthcare practice in mind, ensuring content is relevant and is facilitated in collaboration with stakeholders in its design.
24. A programme planner demonstrates that all student midwives will be provided with the opportunity to gain proficiencies in antenatal, intrapartum, postnatal, and neonatal care in various environments including a person's home, within the community, on inpatient wards within a hospital and operating theatres. Students will also have an enrichment opportunity in year one and year two, where they will work with voluntary and charitable organisations, in a hub and spoke model, to develop transferable skills for midwifery practice.
25. Year one will also offer student midwives the opportunity to gain a holistic view of women's health by undertaking a nursing practice learning experience to develop skills and experience of women's health across the life course. Alongside this, first year student midwives will have an opportunity to work alongside the 0-19 service to gain a further understanding of parental, infant, and family health. Year two offers the opportunity to undertake a practice learning experience on a Special Care Baby Unit (SCBU) or transitional care to enable the student to gain skills in providing care for neonates with additional care needs. In Year three, students will gain experience in

midwifery continuity of care, by following two or three women/birthing people from the antenatal period through to the postnatal period of maternity care. Students will also have the opportunity to undertake a clinical audit and develop their leadership skills within the maternity services.

26. In considering Standard 2.7, the visitor team found evidence that technology and simulated learning opportunities are used effectively, and that the programme integrates theory, practice learning placements, on-campus inter-professional simulations and targeted simulation skills sessions. The incorporation of simulation skill-based sessions will mimic and explore real-life scenarios and give student midwives a safe environment to develop and practise their practical skills and approaches to maternity care.
27. As YStJU has several other health programmes, interprofessional learning can also be undertaken during simulation activities developing the student's skills in multi-professional working, communication and understanding of roles. Simulated learning will be used at every stage of the programme, starting in year one with foundation universal skills in the module 'Foundations in Professional Midwifery Practice' module. In year two, more complex skills are progressed in the 'Developing Professional Midwifery Practice' module. Finally in year three, emergency scenarios are introduced in the 'Obstetric Emergencies and high dependency care' module and midwifery skills further developed within the 'Professional Midwifery Practice' module.
28. The visitor team found evidence during the visit that the on-campus, purpose-built maternity suite will support an immersive approach which serves to bridge the gap between theory and practice, promoting confidence among learners and creating a community of shared experiences. Together these aspects develop students that are not only knowledgeable but also proficient in applying their knowledge and skills in diverse clinical settings and situations. The assessment for the 'Obstetric Emergencies (and high dependency midwifery care)' module is an Objective Structured Clinical Examination (OSCE), incorporating a simulated maternity emergency where the students will need to undertake the correct procedures and manage the situation correctly.
29. The visitor team found that the programme reflects the advances in technology in contemporary midwifery practice because the programme integrates technology-enhanced learning tools including online resources to develop deeper learning of pharmacology along with interactive simulations that will incorporate the use of virtual reality tools and software, to enhance student learning. Digital literacy is an active element across the programme, with student learners expected to complete e-learning in areas of healthcare such as information governance, data protection and safeguarding. These are directly transferable to practice and can be evidenced in an employability profile upon successful completion of the programme. Practice learning experiences will also build on clinical skills and proficiencies development through the e-MORA.
30. Written assessments within the programme will be required to be word-processed and submitted electronically with other assessments, such as the development of an electronic leaflet or animation. This ensures graduates from the programme are skilled at using and developing technologies prevalent in contemporary maternity services.
31. The visitor team met with a YStJU student voice representative who confirmed that YStJU has a specialist digital training and support team available to all students. The team meets students during welcome week, and also provides training courses, 1:1

tutorials and self-help guides to enable students to be proficient in digital literacy. Student midwives will be using the digital e-MORA platform to evidence proficiencies and practice learning and experience.

32. In considering Standard 2.8, the visitor team found evidence that the YStJU midwifery programme is designed with 50% theoretical learning and 50% in the practice learning setting.
33. In considering Standard 2.9, the visitor team found evidence that the YStJU midwifery programme is three years for full-time programmes, consisting of a minimum of 4,600 hours.
34. Based on the information made available, the visitor team considers that YStJU has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met subject to meeting Condition C2.

3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
3.1	Provide practice learning opportunities that enable students to develop and meet the NMC Standards of proficiency for midwives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Ensure students experience the role and scope of the midwife, enabling them to provide holistic care to women, newborn infants, partners and families.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Provide students with learning opportunities to enable them to achieve the proficiencies related to interdisciplinary and multiagency team working.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Provide students with learning opportunities to enable them to achieve the proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	<p>Provide learning opportunities, across the whole continuum of care, that enables students to gain experience to:</p> <p>3.5.1 support and care for women during pregnancy, undertaking no less than 100 antenatal examinations</p> <p>3.5.2 support and care for no less than 40 women in labour and conduct the birth. Where 40 births cannot be reached owing to the lack of available women giving birth, it may be reduced to a minimum of 30, provided that the student is given the opportunity to assist with caring for an additional 20 women giving birth</p> <p>3.5.3 participate in the support and care of women in labour and conduct a breech birth. Where there are no opportunities in practice to gain experience of breech births, proficiency may be gained by simulated learning</p> <p>3.5.4 support and care for no less than 100 women postnatally and 100 healthy newborn infants</p> <p>3.5.5 develop the required knowledge, skills and behaviours needed to support and care for no less than 40 women who have additional care needs or develop complications including those related to physical, psychological, social, cultural and spiritual factors</p> <p>3.5.6 care for newborn infants requiring additional care or have complications, including in a neonatal unit and</p> <p>3.5.7 care for women across the life course with additional sexual and reproductive health needs.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Ensure students gain experience of leadership and team working with different maternity providers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Provide students with learning opportunities to experience midwifery care for a diverse population	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Practice learning requirements

The programme is designed according to the Nursing and Midwifery Council's (NMC) Standards for pre-registration midwifery programmes (2019, updated 2024), with 50% of the programme being theory and 50% in practice learning to allow for the application of theory to practice and build experiential learning in midwifery care.

In year one of the programme, students will undertake 760 hours of practice learning experience, in year two, 800 hours and 760 hours in year three. The programme planner details weeks in theory and weeks in practice learning experiences, with block weeks.

Practice learning experiences include: 22 weeks labour ward, 9 weeks inpatient antenatal and postnatal, 1 week clinic, 1 week special care baby unit, 18 weeks community, 2 weeks GP Health Visitor, 3 weeks enrichment, 1 week Leadership alternative maternity service, 1 week hours = 58 weeks of 40 hours totaling 2320 hours; there are 2 weeks retrieval for students needing to repeat their assessment or make up hours or complete 3.5 numbers as required.

This provides the minimum requirement of 2,300 practice hours across the three-year programme; enabling students experiences to accomplish the 3.5 practice learning requirements.

Findings

35. The visitor team considered a range of evidence for this standard including the Midwifery Design Narrative, programme specifications, module specifications, programme plans, the practice learning handbook, interview materials and material relating to the appointment of the LME. During the visit, the visitor team met the School of Science, Technology and Health senior management team, the programme development team, students, a Health Technician, the Practice Placements Manager, the Academic Liaison Librarian, student representatives and representatives of PSCs.
36. In considering Standard 3.1, the visitor team found evidence in the narrative that the programme design specifies an even amount of practice learning across the three years, with slightly more (800 hours) stated as running in the second year of the programme as against the first and last years (760 hours each). The programme plans initially raised some questions regarding the distribution of practice learning

opportunities to enable students to meet the NMC Standards of proficiency for midwives (2019, updated 2024). This was triangulated during discussions, assuring this met the requirements. The practice learning box details the placement experiences across the programme.

37. The total number of weeks across the programme allocated to practice learning is equivalent to 58 weeks in total across all three years, at 40 hours per week, totaling 2320 hours in practice learning. Triangulation of evidence clarified what is counted as theory vs practice and confirmed that this is evenly balanced across the course. Total dedicated intrapartum (IP) exposure in year one is three weeks, 11 weeks in year two and eight weeks in year three - 22 weeks in total. The visitor team initially queried whether this was sufficient to achieve the required birth numbers and why there is less intrapartum exposure in the final year. Staff the visitor team met confirmed that the 22 weeks of intrapartum exposure mirrors that of other AEs in the region and fits with the available practice learning placement capacity of PLPs. Furthermore, YStJU confirmed in the initial meeting that further intrapartum exposure can be provided via continuity of carer (or 'following women through') and via community placements and homebirth experiences. A rationale was provided relating to the retrieval period at the end of part/year three which offers an opportunity for students who require either: reassessment, need to make up missed hours or to complete required experience numbers; to have more exposure in their area of need.
38. The visitor team also queried the combined antenatal/postnatal (AN/PN) areas, asking if this practice learning experience could be disaggregated into antenatal and postnatal to assure that students receive adequate experience of both within inpatient areas. During the practice learning visit to Harrogate District Hospital, the visitor team noted that the AN/PN environment is a combined ward and that students would be allocated a mixed AN/PN 'caseload' of women during shifts to ensure exposure to inpatient care of women across the continuum. It was also noted that at times, the ward might have more AN than PN women as inpatients (or vice versa) but that this would vary across days and student practice learning placement blocks so students would have sufficient exposure to both.
39. The visitor team found that three weeks are allocated to enrichment across years one and two, constituting a practice learning experience within voluntary or charitable organisations. Evidence was provided which described detailed examples of the volunteering, specialist support and charitable opportunities that have been identified for these weeks. Discussion at the event confirmed a hub and spoke approach with indirect supervision from community based PS and overarching assessment by the allocated PA. Quality assurance processes and evaluation mechanisms are in place and students evidence their experiences with reflective accounts uploaded to the eMORA.
40. During the visit it became clear to the visitor team that there were tensions in the organisation of practice learning placements for the proposed course and in the capacity throughout the region. YStJU intends a cohort of 20 students, but it became clear that only eight students could be supported for practice learning placements by PLPs (six were confirmed by PLP staff during the site visit to Harrogate District Hospital and two further by an additional practice partner - York and Scarborough teaching hospitals) during the visit and discussions with PLPs. A representative from the Integrated Care Board (ICB), also present at the PLP meeting, indicated that, at present, further capacity was not available throughout the region. Both PLPs indicated that they had a future intention to provide increasing numbers but at present, for a number of funding restrictions limiting recruitment of supporting staff, increasing these was not possible. The visitor team noted the significant practice

learning capacity constraints in the region as outlined by both the ICB and the PLPs and **recommends (R1 and R2)** that YStJU, working openly with other AElS in the region who are sharing practice sites, address these constraints. This would be helpful in avoiding pinch points in practice, and in ensuring the impact of any changes by individual AElS (such as curriculum redevelopment/changing practice planners) are understood and effectively managed to support a consistent learning experience for all existing and future students. In further conversations with the YStJU staff during the final meeting with the course team, it was confirmed by the PVC Education that YStJU would be content to proceed with the programme on a reduced minimum cohort of eight students. A **condition (C3)** was applied that YStJU must provide written memoranda of understanding with PLPs to support the defined minimum cohort number, confirmed at the visit as eight students and evidence the confirmation of the number of practice learning placements available from each partner to support the programme minimum cohort to ensure that this standard is met.

41. In considering Standard 3.2, the visitor team found evidence that the role and scope of the midwife can be experienced by students across scheduled practice learning placements in antenatal, intrapartum, and postnatal settings, though some assurance was sought and gained (see 3.1, paragraph 38 above) regarding exposure to AN/PN. Further information on the content of the three enrichment weeks indicates alignment with holistic care and/or further understanding of the scope of the midwife and supports achievement of the standard.
42. The NMC Standards of proficiency for midwives (2019, updated 2024) require students across the UK to undergo education and training in the 'Systematic Physical Examination of the Newborn Infant', rather than the Newborn and Infant Physical Examination (see page two of the programme specification) - NIPE being an England centric term. This was flagged at the visit for information with all stakeholders but does not prevent the standard being met.
43. In considering Standard 3.3, the visitor team found that the proposed programme meets the standard by embedding interprofessional and multiagency learning opportunities throughout all three years of study. From the outset, students engage with practice learning experiences across community-based and hospital settings where they would work alongside midwives, health visitors, social workers, and other maternity care professionals (including Special Care Baby Unit/Transitional Care (SCBU/TC) and nurse/GP exposure), allowing them to experience referral pathways and collaborative care planning. These experiences are complemented by the three weeks of enrichment placements with voluntary and charitable organisations, enhancing students' understanding of broader social support systems and the interconnectedness of maternity care services.
44. Further opportunities to develop interdisciplinary skills are provided through simulated learning with other healthcare students, including from YStJU pre-registration nursing, physiotherapy, and paramedic science programmes. Simulation scenarios and reflective assignments encourage students to consider the roles and responsibilities of different professionals within maternity care. By year three, students also engage in a one-week leadership experience. The visitor team discussed further evidence and examples of this with staff and the leadership team from the School for Nursing and Medical Science during the visit where the simulation facilities were viewed, and case studies were discussed. This progressive integration of collaborative practice ensures students are well prepared to demonstrate the proficiencies required for safe and effective interdisciplinary and multiagency working upon registration and the standard is met.

45. In considering Standard 3.4, the visitor team found evidence that exposure to midwifery continuity of carer (MCoC) is embedded in the practice learning placement design in an incidental manner initially, with students able to participate in some elements of MCoC within year one whilst in community if they happen to experience antenatal/homebirth/postnatal care for the same families. In year two the narrative indicates that students may have the opportunity to 'follow' an inpatient journey (the example given is from inpatient induction of labour to the labour ward and to the postnatal ward). In the final year, students are expected to recruit two or three women/birthing people to follow throughout their maternity journey and provide continuity of carer while under indirect supervision of a registered midwife.
46. Further evidence received indicates that there is an expectation that students engage in this although it may not always be possible; however, the related MCoC proficiencies within the e-MORA can be met via theory, reflection, and a modified form of MCoC across shifts rather than caseloads. Expanding the opportunity for students to caseload across all three years of the programme may open up more opportunities for students to experience this, though this standard is met overall. This was confirmed by the visitor team in the meeting with the programme team.
47. In considering Standard 3.5.1, the visitor team found evidence that 18 dedicated weeks of community practice learning placement are allocated across the programme with a further nine weeks allocated to AN/PN. Further clarity on the split between AN/PN was sought and gained as outlined in the response to 3.1 above, and this constitutes sufficient learning opportunities to gain experience of the required 100 antenatal examinations.
48. In considering Standard 3.5.2, the visitor team sought clarity in relation to intrapartum experiences (see 3.1) and confirmed that this is 22 allocated weeks as detailed in the evidence and confirmed by staff the visitor team met.
49. In considering Standard 3.5.3, the visitor team found evidence that vaginal breech birth simulated learning opportunities are incorporated into the Obstetric Emergencies (and high dependency midwifery care) module which all third year students will be required to participate in.
50. In considering Standard 3.5.4, the visitor team found evidence that dedicated weeks of community experience are allocated across the programme with a further nine weeks allocated to AN/PN. Further clarity on the split between AN/PN was sought and gained at the site visit to Harrogate District Hospital (see 3.1 above) and the visitor team confirmed that this constitutes sufficient learning opportunities to gain experience of the required 100 postnatal examinations of women and newborns.
51. In considering Standard 3.5.5, the visitor team found evidence that experience of women with additional care needs and/or complications will be obtained through inpatient hospital practice learning placements in AN/PN and intrapartum areas (31 dedicated weeks across the programme).
52. In considering Standard 3.5.6, the visitor team found evidence that students in the second year of the course will gain experience in the care of infants that require transitional care or care within a special care baby unit (SCBU), with one week of allocated practice learning experience.
53. In considering Standard 3.5.7, the visitor team found evidence that students will have the learning opportunities to have a practice learning experience towards the end of year one within a 0-19 child health team and a nursing environment where they can have opportunities to experience care across the life course (two weeks). In addition,

the Practice Episode Records (PERs) guide gives direction to students as to where in the programme anticipated episodes are expected to be achieved. The increasing number of births (5, 15, 20) will be achieved in addition to dedicated intrapartum care allocations by utilising community experiences and 'follow through' of women in the final year. This was confirmed by the visitor team in the meeting with the programme team. However, as noted above at Standard 3.1, a **condition (C3)** was applied in relation to the assurance of practice learning opportunities that YStJU must provide written commitments from PLPs to ensure all of the learning opportunities specified can be realistically achieved by students in practice.

54. In considering Standard 3.6, the visitor team found evidence that student midwives will be placed at a minimum of two different providers across the three-year midwifery programme. The hub and spoke model that is used at the university supports this concept with students having a hub base and then spoking out to gain different clinical and cultural experiences. The programme plan indicates that students will have the opportunity to develop their understanding and experience of leadership within maternity care by having a practice learning placement exploring leadership with midwives in specialist roles, management, or quality improvement. The visitor team found further evidence of a clear mapping between the learning outcomes for this and the curriculum. This provided further assurance that the leadership experiences are audited to ensure they are suitable and have been co-produced with the PLPs and the document further outlines that student feedback will be sought on these experiences as well as review through structured reflection activity.
55. In considering Standard 3.7, the visitor team found evidence that students are intended to be placed within NHS Trusts and other related organisations across a diverse area of the North-East and Yorkshire, though during the visit it became apparent that assured practice learning placements have been negotiated with three PLPs, constituting a total of eight students. Four places at Harrogate District Hospital were assured by the hospital's Associate Director of Maternity during the site visit to Harrogate. This was again explored at a later discussion with PLPs, and the Director of Midwifery at York and Scarborough Teaching Hospitals NHS Foundation Trust, who confirmed two places, and assurances were given that a further two places could be supported by James Cook University Hospital. Delivery between these sites would support the standard to experience care of a diverse population.
56. Within year one of the midwifery programme at YStJU, the student midwives gain universal midwifery care experience by having practice learning experiences in the community and midwifery-led services. During this time, students will gain experience in antenatal and postnatal care in the community and may have the opportunity to see intrapartum care for parents wishing to have a homebirth. Towards the end of year one, student midwives will have practice learning placements with 0-19 child health services and in a nursing environment further developing the student's experience of caring for diverse populations.
57. Across both year one and year two, student midwives will also undertake an enrichment experience working with voluntary and charitable organisations developing the student's skills to work in a range of settings with a diverse population. Towards the end of the programme, students will have the opportunity to develop their understanding and experience of leadership within maternity care by having a practice learning placement exploring leadership with midwives in specialist roles serving a diverse population.
58. In considering Standard 3.8, the visitor team found evidence, as in 3.5.5 above,

that experience of women with additional care needs and/or complications can be obtained through inpatient hospital practice learning experiences in AN/PN and intrapartum areas (31 dedicated weeks across the programme). Whilst the first year is aligned with more universal care learning opportunities, years two and three provide opportunities to experience acute settings, SCBU/transitional care, and enrichment opportunities and in alternative maternity settings as well as midwifery continuity of carer case studies.

59. In considering Standard 3.9, the visitor team found evidence that a five-step process is in place to support the application and sharing of reasonable adjustments in practice though this is voluntary and the responsibility for this is located on the students. A placement support agreement is evidenced within this process. This was discussed by the visitor team with the programme team who confirmed that students' distance to travel and driving status was also taken into account when allocating practice learning placements.
60. In considering Standard 3.10, the visitor team found evidence that applicants are made aware of the requirement to undertake a range of hours during practice learning at interview where applicants are asked to confirm they are aware the course involves 'shift work; long days, nights, weekends'. A sample handbook from the YStJU Pre-registration nursing course evidences that this is further underscored for nursing students. However, the visitor team noted that this assures that applicants and students are made aware of the requirement but queried whether it provides assurance that students experience the range of hours. Further evidence was provided including with screenshots of the Placements on the Web (POW) system that confirmed different shift types are identified.
61. In considering Standard 3.11, the visitor team found that students' supernumerary status is not explicitly mentioned within the programme specification. However, each of the practice modules clearly states that 'Students will be supernumerary' and there is assurance that PLPs must acknowledge and agree to this as a stipulation within PLP MoU. Furthermore, at the visit the process of raising concerns was explored during meetings with the student and the course team, and the visitor team found that it was clear that existing YStJU pre- registration nursing students were aware of this process and actively using it to good effect to ensure concerns raised were dealt with.
62. Based on the information made available, the visitor team considers that YStJU has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met **subject to meeting Condition C3**.

4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
4.1	Provide support, supervision, learning opportunities and assessment that complies with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Provide support, supervision, learning opportunities and assessment that complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Ensure throughout the programme that students meet the NMC Standards of proficiency for midwives and programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Provide students with constructive feedback throughout the programme to support their development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Ensure all programmes include a specific focus on numeracy assessment related to the midwifery proficiencies and the calculation of medicines, which must be passed with a score of 100 per cent.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	Assess students to confirm proficiency in preparation for professional practice as a midwife.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	Ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in NMC Standards of proficiency for midwives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

63. The visitor team considered a range of evidence for this standard including the Midwifery Design Narrative, programme specifications, module specifications, the fitness to practise policy, the Terms of Reference of Clinical Coordinators and Midwifery programme team meetings and the YStJU e-MORA document. During the visit, the visitor team met the School of Science, Technology and Health senior management team, members of the programme development team, a Health Technician, the Practice Placements Manager, a student, the Academic Liaison Librarian, student representatives and representatives of PSCs.
64. In considering Standard 4.1, the visitor team found that YStJU complies with the NMC Standards framework for nursing and midwifery education (2018, updated 2023) as it is an approved AEI with the NMC through its delivery of adult and mental health nursing programmes. The visitor team found evidence that the assessment strategy ensures there is a clear vertical alignment of assessment tasks through the three years. Thus, as a student progresses the assessments change and become more challenging to reflect the increase in their knowledge and abilities. The students' knowledge and understanding, their ability to critically analyse and solve problems and professional skills linking to employability are developed throughout the levels of study. Summative assessments are designed to assess learning that is aligned with the module learning outcomes at the respective academic level. The

programme includes a range of authentic assessment techniques to accommodate the different preference of students and reflect what they are likely to experience in future midwifery employment. Examples of assessment include clinical assessments, OSCEs, written assignments, presentations, digital examinations, and creative artefacts. The first summative assessment falls in week 16 and is a 20-minute presentation. Students will be offered tutorials on presentation skills in preparation for this assessment.

65. The visitor team saw evidence in the narrative of the provision of a personalised approach to learning partly through the limit to the cohort size because the original plan was to recruit around 20 student midwives to each cohort, although at the time of the visit YStJU confirmed it would accept a cohort of eight students in the first cohort due to challenges with practice learning placement capacity. Students on the programme will have an opportunity to form humanised relationships, with teaching staff encouraging a supportive and nurturing environment. Each student will be allocated a different academic assessor (AA)/Personal Tutor for each part of the programme who will be the first point of contact for pastoral care, academic and placement support or if they have any concerns during their studies. The role of the AA is to work with the PA and collate and confirm the students' academic outcomes for the part of the programme they have been assigned, before recommending the individual student for progression to the next part of the programme/final award. Although prior to the visit there was no detail of the plans to appoint an external examiner to the programme, the programme lead confirmed this was a standard requirement and would be addressed as the programme commenced.
66. In considering Standard 4.2, the visitor team found evidence that on each clinical shift the student midwife will work alongside a practice supervisor (PS) who will support their learning in the practice setting and provide ongoing feedback on the development of their clinical skill development, achievement of proficiencies and application of theory.
67. The visitor team reviewed evidence to confirm compliance with the NMC Standards for student supervision and assessment (2018, updated 2023). Details of the assessment process for formative and summative assessment in awarding the pass/fail for each midwifery practice module should be stated and the visitor team confirmed that this was within the e-MORA. The visitor team found that the role of the PA and AA in assessing students in the practice setting needed to be explicit as the current reference source is nursing focused. Furthermore, the narrative states that both the PA and the Practice Learning Facilitator (PLF) co-ordinate the learning experience and provide support for all student midwives who are placed at the Trust should they require it, and clarification was needed that this responsibility rested with the PLF, which the visitor team received during the site visit at Harrogate District Hospital.
68. Different AAs are assigned to student midwives for each part of the programme, and their role is to collate and confirm the students' academic outcomes for the part of the programme they have been assigned. The visitor team noted that their role in the process of practice assessment to determine students' progression to the next part of the programme or final award could be made clearer when the midwifery guidance is finally prepared.
69. In considering Standard 4.3, the visitor team found that the NMC Standards of proficiency for midwives (2019, updated 2024) are clearly mapped across the programme and module specifications. On successful completion of each module, the student will be demonstrating they are meeting these standards and the

programme outcomes.

70. The e-MORA is mapped to the six Domains of the Standards of proficiency for midwives (2019, updated 2024) and student midwives will be assessed on their knowledge and skills acquisition in practice learning by a PA, based on feedback and evidence from PSs who have worked alongside the student in clinical practice, PSC feedback and other evidence, such as personal reflections to assist in demonstrating proficiency in the requirements of the standards.
71. It is specified that if concerns arise regarding achieving any of the proficiencies within the practice learning environment, the PS or PA will contact the Midwifery Programme Lead and the student's AA at the earliest opportunity. This was confirmed at the visit by the visitor team in a discussion with a YSTJU pre-registration student nurse. A tripartite meeting (consisting of the student midwife, PA and AA) would be undertaken and a Progression Plan put in place if required.
72. In considering Standard 4.4, the visitor team found that the midwifery programme is designed so that regular, timely and strength-based feedback is provided to students, both informally during skills practice or simulation and more formally during formative and summative assessment. The midwifery programme also requires the student to undertake self-reflection to develop skills in self-assessment to further refine and evaluate their own skills and performance. The visitor team found evidence in the updated planners for year one, year two, and year three of where the various type of assessments are scheduled to occur, including annual Baby Friendly Initiative assessment audits.
73. A crucial part of the assessment design strategy has been to include ongoing formative assessment before summative assessment in all modules and within the e-MORA over the duration of the programme. Formative feedback is provided to students as individuals and/or in groups by academic staff. Additionally, there is opportunity for students to give and receive peer feedback to develop their reflective and self-assessment skills. Formative feedback may be in verbal or written form in response to a specific task, and/or to questions and/or engagement with learning. Feedback will use marking rubrics and consistent terminology across the programme team. For practical assessments and presentations, written or recorded feedback will be used to demonstrate the strengths and areas for development that students can improve upon which will feed forward into practice learning placements. In the practice setting, formative feedback will be provided to students via PSs, other registered healthcare professionals and PSCs and their partners within the e-MORA to support the summative assessment made by the PA.
74. Internal moderation of all modules is completed prior to the release of provisional marks and feedback. External examination is completed prior to the School Assessment Board to confirm external examiner concurrence with the module assessment quality and equity. For students who fail an assessment, additional feedback points may be provided, and these students are also guided to meet with the first marker/module leader and/or AA. These students will receive comprehensive face-to-face feedback on how to improve their submission to a pass standard.
75. All assessments across the programme will be reviewed in accordance with university processes, and performance in relation to student grades, employability and outcomes monitored. If indicated by tracking student progress, measures will be put in place to support student learning such as referrals to student services for academic support.
76. The visitor team noted that for nine of the modules the result of the first attempt will

not be known in time for the June School Assessment Boards (or equivalent level progression point for non-standard entry points) and that this may delay progression to the next level of study. The programme team noted an intention to review this with Registry colleagues and determine a more appropriate date for the Midwifery Progression Assessment Board as this is not uncommon for midwifery programmes in other AEs.

77. In considering Standard 4.5, the visitor team found evidence that states that responding to advances in technology in contemporary midwifery practice, the programme integrates technology-enhanced learning tools. Student midwives will undertake an online numeracy test related to pharmacology and medicines management. The minimum pass marks are as follows: year one - 80%, year two - 90% and year three - 100%, in line with the Standard requirements.
78. In considering Standard 4.6, the visitor team found that during practice learning placements, student midwives will be assessed via proficiencies within their e-MORA. This assessment will take place in the practice learning environment by a PA. The holistic assessment will be based on feedback and evidence from PSs who have worked alongside the student in clinical practice, PSC feedback, practice episode records and students' personal reflections to assist in demonstrating their proficiency in the required clinical skills at each stage of the programme. A non-credit-bearing module 'Transition to Registration' is completed following the School Assessment Board to confirm all programme components (theory and practice) have been completed and sufficient health and character have been declared. The student midwife will then be recommended for entry to the NMC professional register as a midwife. YStJU makes it clear that students must apply to register with the NMC within five years of completion of the programme if they wish this qualification to remain valid.
79. In considering Standard 4.7, the visitor team found that the format and contents of the Midwifery Ongoing Record of Achievement (MORA) has already been approved by the NMC. YStJU has adopted an electronic version for students to evidence their development and achievement of the NMC Standards of proficiency for midwives.
80. Based on the information made available, the visitor team considers that YStJU has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met.

5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
5.1	Ensure that the minimum award for a pre-registration midwifery programme is a bachelor's degree.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Notify students during and before completion of the programme that they have five years to register their award with the NMC if they wish to rely on this qualification. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

81. During the visit, the visitor team met the Pro-Vice Chancellor: Education, school senior management team, members of the programme development team, students, and representatives of PSCs and PLPs.
82. In considering Standards 5.1 and 5.2, the visitor team found that the programme specification states the minimum midwifery award at YStJU will be a BSc (Hons) Midwifery. Two other degree awards are listed, a BSc in Applied Health Sciences as an Honours and an Ordinary award, which may be awarded where there is a lack of a sufficient declaration of Health and Character and/or achievement of midwifery programme credits. Exit awards are also included for students who may withdraw during the interim years of the programme, depending on the number of credits they may have achieved by the time of their withdrawal: Certificate of Higher Education – Applied Health Sciences or Diploma of Higher Education – Applied Health Sciences. If a student is offered an Aegrotat award, the university regulations are clear that this does not confer eligibility to apply for admission to the NMC register.
83. In considering Standard 5.2, the visitor team found that the programme specification for the midwifery programme at YStJU states that students have five years to register their award with the NMC. This guidance will be repeated in the professional requirements section of the programme handbook. This information will also provide students with a direct link to the NMC guidance on the matter on the NMC website.
84. Based on the information made available, the visitor team considers that YStJU has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

QAA2994 – R14874 – August 25

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