

BSC (HONS) MIDWIFERY DEGREE APPRENTICESHIP

Institute of Health

Academic Level:	6	Credits:	360
Apprenticeship Standard:	Midwife (2023 NMC Standards) (Integrated Degree)		
Apprenticeship Standard and Assessment Plan:	Midwife (2023 NMC Standards) (Integrated Degree) Midwife (2019 NMC standards) (Integrated degree) / Skills England Reference: ST0948 Version: 2.0 The QAA Characteristic Statement for Apprenticeships can be found here .		
LARS Code of the Apprenticeship Standard:	603	LARS Code of the University Award	
Awarding Body:	University of Cumbria		
Delivery Site:	Carlisle Fusehill Street Lancaster or other apprenticeship employer location		
Programme Length:	Standard: 48 months Programme Length: 36 months, or 40 months Full time: Minimum of 3 years standard (equivalent to 4,600 hours)		
Mode of Delivery:	Blended Learning		
Pattern of Delivery:	Full Time		
	Delivery pattern:	46 theory weeks over 3 semesters in each year of the programme	
	Standard semester dates:	No	
PSRB:	The programme has been accredited by the Nursing and Midwifery Council endorsing it as meeting the national Apprenticeship Standard published by the Education and Skills Funding Agency and the Institute for Apprenticeships. This Apprenticeship is based on the Nursing and Midwifery Council Standards of Proficiency for Midwives (2019) and Standards for Pre-		

	Registration Midwifery Programmes (2023). This means that those who successfully complete the apprenticeship will be eligible to apply for registration with the NMC. [Other exit awards do not provide eligibility to register with the NMC]	
	Date of accreditation: March 2022	Accreditation period: Open-ended approval
Employer Organisation:	Local NHS organisations that have signed a partnership agreement: North Cumbria Integrated Care NHS Trust University Hospitals of Morecambe Bay NHS Foundation Trust	
End Point Assessment:	Integrated	
End Point Assessment Organisation:	University of Cumbria	
External Quality Assurance Body:	OFSTED – Teaching quality Nursing and Midwifery Council (NMC)	
Programme Webpage:	BSc (Hons) Midwifery Degree Apprenticeship - University of Cumbria	

Entry Criteria
Government funding rules require that an apprentice must: • Have the right to live and work in the UK, • Be resident in the UK for the last 3 years before the start date of the programme • Be in employment, in a role that allows them to develop the competencies in the apprenticeship standard • Be paid at least the legal minimum wage • Have a contract of employment covering the full duration of the apprenticeship from start to planned EPA date • Have a written and signed agreement for the apprenticeship with their employer. The minimum duration periods for an apprenticeship set in each Apprenticeship Standard is based on an apprentice working a minimum of 30 hours per week. Where the apprentice works fewer than 30 hours, the minimum duration of the apprenticeship must be increased on a pro-rata basis. The shortest duration that an apprenticeship can be from start to gateway is 366 days. All apprentices must be interviewed, assessed and offered a position by an employer before being admitted to the apprenticeship programme. Although the University may receive direct enquires and filter these before passing to prospective employers, apprentices must apply via an employer. After acceptance by an employer, the University of Cumbria will require a formal application using the APTM system, which it will assess according to the programme entry criteria. Apprentices must meet the funding eligibility as set out in the ESFA rules at the time of application.

Employer selection criteria

Entry requirements to the apprenticeship are set locally by individual employers. Apprentices will also need to meet the requirements set by the University and the NMC.

Nursing and Midwifery Council Requirements:

The NMC stipulate that Approved Education Institution (AEIs) together with practice learning partners must ensure selection, admission and progression comply with the NMC (2023) Standards Framework for Nursing and Midwifery Education, and confirm on entry to the programme that students:

- meet the entry requirements for the programme as set out by the AEI and are suitable for midwifery practice
- demonstrate an understanding of the role and scope of practice of the midwife
- demonstrate values in accordance with the NMC Code
- have capability to learn behaviours in accordance with the NMC Code
- have capability to develop numeracy skills required to meet programme outcomes
- can demonstrate proficiency in English language
- have capability in literacy to meet programme outcomes
- have capability to develop digital and technological literacy to meet programme outcomes

University selection criteria

120 - 128 UCAS tariff points

GCSE in English Language, Mathematics and Biology (or Combined Science) at grade C or above. Level 2 Functional Skills in Maths and English will also be accepted.

- A-levels BBB – ABB preferably to include Biology or PE
- T-levels - All T-levels are accepted however Healthcare Science and Health are recommended.
- Level 3 BTEC Extended Diploma DDM - units in Sexual Health; Reproduction and Early Development Stages preferred.
- OCR Cambridge Technical Level 3 Extended Diploma in Health & Social Care DDM – units in Sexual Health; Reproduction and Early Development Stages preferred.
- Access to HE Diploma with 60 credits overall. 30 Credits at Distinction and 15 at Merit to preferably include 21 credits in Biology or Human Physiology.
- Scottish Highers AABB - AAAB preferably to include Biology
- Irish Leaving Certificate Highers A2x4 – A1, A2x3 preferably to include Biology

Please refer to the [Applicant Information](#) pages of the University website for more information.

Detailed criteria for admission to this programme can be found on the programme webpage:

(<https://www.cumbria.ac.uk/business/apprenticeships/>).

English & Maths

Apprentices should have a minimum of Level 2 qualifications in English and Maths.

For this programme holding level 2 qualifications in English and Maths is a pre-entry requirement

Personal statement

Applicants should demonstrate their motivation for the programme and reflect upon any practical experience they have gained. Experience in a setting that encompasses caring and/or interpersonal skills in either a formal or informal context is essential.

Interviews

Applicants will be interviewed using the NHS values-based recruitment (VBR).

Places are offered following a successful interview. Practice-partner representatives and service-users will also contribute to this process.

Offers are subject to satisfactory entry requirements, satisfactory disclosure and barring service (DBS) check and occupational health medical clearance. This will be facilitated by the University. You will be advised of the process and procedures when a provisional offer of place is made. Prompt completion of online processes and return of forms and ID documents is crucial and compliance is carefully monitored by staff to ensure Fitness to Practice as required by the NMC. Information regarding fitness to practice and health requirements can be found here:

[BSc \(Hons\) Midwifery Degree Apprenticeship - University of Cumbria](#)

NMC Reference

As part of the Nursing and Midwifery Council's fitness to practice requirements

<https://www.nmc.org.uk/concerns-nurses-midwives/fitness-to-practise-a-new-approach/>, information on a candidate's good character is sought in cases where the original employer reference does not satisfy this requirement. This reference must be from a current/most recent employer or a programme tutor if an employer is not available.

Exit from employment

If an apprentice is made redundant during their apprenticeship through no fault of their own, then the employer and University have a legal duty to help the apprentice try to find alternative employment.

If the redundancy is within six months of the planned completion date of the apprenticeship, then ESFA will fund 100% of the remaining agreed cost, even if the apprentice cannot find another employer.

If the redundancy is over six months from the planned end date, the ESFA will fund the remaining agreed cost for 12 weeks to allow the apprentice to find alternative employment. Where a new employer cannot be found the apprentice will be recorded as having left the programme.

. The NMC does not stipulate a maximum timeframe within which the course must be completed, but fitness to join the NMC register will be considered in the case of repeated extensions to the programme. 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 NMC standards.

Additional Qualifications

English & Maths

Level 2 English and Maths are an entry requirement for this programme. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and Maths minimum

requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

Apprentices must complete all modules of the following approved qualifications as mandated in the occupational standard:

- Degree in Midwifery or L7 programme approved by the NMC

The apprentice will also have successfully completed a Midwifery Ongoing Record of Achievement (MORA) that has been signed-off by their Practice and Academic Assessor.

PROGRAMME AIMS AND OUTCOMES

Programme Aims

1. To develop you into a critical-thinking and effective practitioner with the skills, knowledge and understanding to become a graduate midwife, registered with the NMC.
2. To equip you with the required Knowledge, Skills and Behaviours required to meet the Midwifery Degree Apprentice Occupational Standard

At the point of registration, you will be able to:

1. Practise as a reflective, accountable and autonomous midwife
2. Adapt to the changing nature and context of Midwifery practice
3. Provide universal care for all women, birthing people, and newborn infants, and for those with additional care needs, in all settings
4. Provide safe and effective care in the best interests of women, birthing people and newborn infants, through advocacy, leadership and collaboration
5. Facilitate evidence-informed decisions in partnership with women, birthing people and families
6. Demonstrate effective relationships with colleagues, women, birthing people and their families, through respectful and compassionate communication

Specifically, our aim is to prepare you for eligibility to be admitted to the NMC register as a Registered Midwife through:

- Achievement of all theoretical and practice learning outcomes
- Achievement of the NMC Standards of Proficiency for Registered Midwives (2019)
- Achievement of the Midwifery Degree Apprentice Occupational Standard Duties, Knowledge, Skills and Behaviours
- Demonstration of Good Health and Good Character

The Apprenticeship programme has been designed to incorporate the six domains specified in the Nursing and Midwifery Council Standards of Proficiency for Midwives, and mapped to the Knowledge, Skills, Behaviours and Duties in the Midwifery Degree Apprentice Occupational Standard. The programme aims to develop your knowledge, skills and understanding of all six of the NMC domains. These domains inter-relate and build on each other and should not be seen separately. Together these reflect what we expect a new Midwife to know, understand and be capable of doing safely and proficiently:

The Domains (as per NMC Standards)

- 1. Being an accountable, autonomous, professional midwife**
- 2. Safe and effective midwifery care: promoting and providing continuity of care and carer**
- 3. Universal care for all women and newborn infants**

A The Midwife's role in public health, health promotion and health protection

B The Midwife's role in assessment, screening and care planning

C The Midwife's role in optimising normal physiological processes and working to promote positive outcomes and prevent complications

4. Additional care for women and newborn infants with complications

A The Midwife's role in first line assessment and management of complications and additional care needs

B The Midwife's role in caring for and supporting women and newborn infants requiring medical, obstetric, neonatal, mental health, social care, and other services

5. Promoting excellence: the midwife as colleague, scholar and leader

A Working with others: the Midwife as colleague

B Developing knowledge, positive role modelling and leadership: the Midwife as scholar and leader

6. The midwife as skilled practitioner: communication, sharing information and relationship management skills: shared skills for Domains 1, 2, 3, 4 and 5

Programme Outcomes

Level 4: After 120 credits of study (CertHE) you will typically be able to –

1. Apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles related to Midwifery care and deploy a range of Midwifery cognitive and transferable skills within the work setting.
2. Evaluate the appropriateness of different approaches to solving well defined problems in the area of Midwifery and communicate outcomes in a structured and clear manner.
3. Identify and discuss the relationship between personal and workplace experience and findings from books and journals and other data drawn from the field of midwifery
4. Completion of 120 credits which are directly mapped onto the Apprenticeship Standard for Midwifery
5. Demonstrate a limited range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Midwife (2019 NMC Standards) (Integrated Degree)
6. Demonstrate a limited range of digital literacy

Level 5: After 240 credits of study (DipHE) you will typically be able to demonstrate to –

7. Apply and evaluate key concepts and theories within and outside the context of Midwifery. Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem-solving strategies to problems in Midwifery and in the generation of ideas effectively communicate information and arguments in a variety of forms.
8. Accept responsibility for determining and achieving personal outcomes in the field of Midwifery.
9. Reflect on personal and workplace experience in the light of recent scholarship and current statutory regulations in the area of Midwifery.

10. Completion of 240 credits which are directly mapped onto the Apprenticeship Standard for Midwife (2019 NMC Standards) (Integrated Degree)
11. Demonstrate a developed range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Midwife (2019 NMC Standards) (Integrated Degree)
12. Demonstrate a developed range of digital literacy

Level 6: After 360 credits of study (BSc Hons) you will typically be able to –

13. Critically review, consolidate and extend a systematic and coherent body of knowledge related to Midwifery.
14. Critically evaluate concepts and evidence in the area of Midwifery from a range of resources.
15. Transfer and apply midwifery cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems.
16. Communicate solutions, arguments and ideas clearly and in a variety of forms.
17. Exercise considerable judgement in a range of situations.
18. Completion of 360 credits which are directly mapped onto the Apprenticeship Standard for
19. Demonstrate a complex range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Midwife (2019 NMC Standards) (Integrated Degree)
20. Demonstrate a complex range of digital literacy

PROGRAMME FEATURES

Programme Overview

The Apprenticeship Standard and Assessment Plan for the Midwife (2023 NMC Standards) (Integrated Degree) have been designed by employers in the health care sector.

The Degree Level Apprenticeship for the occupation of Midwife at the University of Cumbria leads to the academic award of BSc (Hons) Midwifery Degree Apprenticeship (MDA).

An Apprenticeship programme integrates the provision of higher-level academic knowledge, understanding and skills with the opportunity to contextualise this provision in the workplace and thus to develop occupational competency at a professional level in specific job roles.

Apprenticeships combine University study and workplace learning to enable apprentices to develop full occupational competence in their profession. This provision of the higher education qualification is integrated with experience, practice and further learning undertaken in the workplace. It is a legal requirement that the apprentice does not pay any training costs or student fees. Apprenticeships are co-designed by employers ensuring that apprentices are equipped with the skills employers need and for their own future career (Source: The Future Growth of Degree Apprenticeships, Universities UK, March 2016).

The programme has been endorsed (accredited) that it meets the Apprenticeship Standard by the Nursing and Midwifery Council (2019) Standards. The programme has been designed to meet this employer-led national Standard and to follow the associated Assessment Plan, as well as being referenced to the relevant NMC standards and other academic standards. Apprentices, who are in permanent full-time professional employment, are also learning in the workplace in a structured delivery pattern, supported by both the University and the employer. In addition, the programme has been developed with the assistance of a range of local employers to ensure it meets the needs of the region.

Apprentices spend 50% of the programme in clinical practice being supervised and assessed by clinical staff. Placement experience provides opportunities for you to experience care related to pregnancy and childbirth over the full continuum and includes shorter spoke placements offering a variety of experience in areas such as special care baby units. You will be based in your employer Trust, however, to ensure that you experience Midwifery care for a diverse population across a range of settings (including Midwifery-led services), you will be allocated to placements in all hospitals and community settings within your base Trust. You may also have the opportunity to attend placements at other NHS Trusts.

There is a requirement for you to have protected practice learning time during your placements. These hours will be included as part of the agreement for 'off the job' training hours. You will be provided with the Midwifery On-Going Record of Achievement (MORA) to document achievement of NMC proficiencies and with access to the Apprenticeship Management System (Aptem) to record the achievement of knowledge, skills and behaviours required by the Occupational Standard, and requirements for both NMC registration and End Point Assessment (EPA). Practice Supervisors and Practice Assessors will support, assess and provide evidence of clinical proficiency. Final discussions will take place with your Academic Assessor to ensure you meet the requirements to

progress to the next part of your programme or registration (as appropriate). A failed practice assessment will be allowed one further attempt to recoup the fail.

You will be allocated two Practice Supervisors in each practice setting and a Practice Assessor for each part of the programme (year 1, year 2 and year 3). They will be responsible for supporting your learning in practice and assessing your acquisition of skills and achievement of NMC proficiencies in clinical practice. You will also be allocated an Academic Assessor from the University's academic team, who will monitor your progress in practice. You will have a different Academic Assessor allocated for each year of the programme. The Academic Assessor role is for a defined period of time whereas your Personal Tutor provides support for the whole duration of the programme (see later section on Personal Tutor role). Your Practice Assessor will meet with your Academic Assessor at the end of each year to agree your level of proficiency and progression to year 2, or 3 and registration with the NMC. This will include making judgements about your attitude, professionalism, good health and character as well as clinical proficiencies and academic achievements. Tripartite reviews a mandatory requirement of an apprenticeship, are undertaken alongside the Practice Assessor Reviews documented in the MORA, which consider the progress in relation to NMC proficiencies, Practice Episode Records, and Practice Supervisor feedback and your achievement of the KSBs.

University Academic Assessors and Practice Education Facilitators (PEFs) support both you and your Practice Supervisors/ Practice Assessors in the practice settings. Theoretical work is linked to your practice and Practice Supervisors and Practice Assessors will explore your underpinning knowledge, and also how your personal and professional characteristics impact on your performance.

The Apprenticeship programme is a major modification of the existing BSc (Hons) Midwifery programme (non-apprentice route). Modules within the curriculum have utilised the University Curriculum Design Framework to deliver a high-quality learning experience and support your progression and success. Modules are designed to become progressively challenging at each level using learning and achievement from earlier levels as a foundation. Continuity of care and carer are linked to improved health outcomes for women, birthing people and babies, as well as greater satisfaction with care; these are key elements embedded within the programme. Midwives are the first point of contact for a woman and the lead health professional in maternity services, playing a crucial role in coordinating and navigating maternity care. This coordination requires essential leadership skills, another key element featuring throughout the programme. A key theme identified from the Maternity Voices Partnership (MVP) surveys is to include breastfeeding advice and support throughout the programme. There is a strong focus on infant feeding, mapped against the UNICEF Baby Friendly Initiative Standards, in modules in each year of the programme.

As members of the Midwifery community within the University and beyond, we encourage and support you to engage with the University of Cumbria Students Union (SU) and affiliated societies, which will help you develop wider supportive networks and additional learning opportunities.

Theory is delivered by expert teaching staff and is based on latest evidence and research, using modern teaching methods and technology. We offer excellent support systems to help you through your studies.

The core skills identified in the Core Skills Framework and acknowledged as essential to all health professions are integral to the programme <https://www.e-lfh.org.uk/programmes/statutory-and-mandatory-training/>.

The Nursing and Midwifery Council (NMC)

Programmes preparing you to become a qualified Midwife are subject to statutory regulation provided by the NMC <http://www.nmc-uk.org/About-us//> . The NMC specifies standards of education which must be achieved and maintained by Higher Education Institutions (HEIs), their associated practice environments and the standards for proficiency which you must achieve to be eligible for NMC registration. Successful apprentices are eligible to apply for registration with the Nursing and Midwifery Council (NMC).

The NMC does not stipulate a maximum timeframe within which the course must be completed, but fitness to join the NMC register will be considered in the case of repeated extensions to the programme.

Good Health and Good Character

The public has a right to expect the highest possible standards of behaviour and professionalism from all Midwives, and that qualifying Midwives are fit to practice. This also relates to recruitment of apprentices as well as your conduct during the programme.

All apprentices are expected to comply with the NMC Code

<https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>

and the University of Cumbria Student Code of Conduct

<http://www.cumbria.ac.uk/StudentLife/Support/PuttingThingsRight/StudentConduct.aspx> .

The Institute of Health has developed a well-established *Fitness to Practice Policy for Undergraduate Health Professions* which is aligned to the NMC Standards and the *Student's Codes of Conduct*. You will be expected to read, familiarise yourselves, and adhere to the requirements for professional behaviour and attitude at all times in university; clinical practice settings and in your personal/public life. It is a statutory requirement that midwifery apprentices sign an annual declaration of Good Health and Good Character confirming your continued fitness to practice. At the end of the programme a statement of Good Health and Good Character is provided by the Lead Midwife for Education, which is then forwarded to the NMC. At the point of registration with the NMC on completion of the programme, signing of the NMC *declaration of Good Health and Good Character* may be withheld if there are any unresolved professional issues.

Physical and Mental Health and Wellbeing

Whilst studying to become a Registered Midwife you will focus on physical and mental wellbeing issues reflected in both clinical proficiencies and domains underpinning the curriculum. It is equally essential that you are aware of your own personal wellbeing. You are also encouraged to look after yourself in terms of sleep, exercise, diet, developing resilience and good mental health.

The University encourages all students to access the health and sports facilities across our sites. The University also has a comprehensive Mental Health and Wellbeing Service offering counselling, therapy and mental health monitoring. As a Midwifery apprentice, you can self-refer to any of these services from the online Student Hub.

As an apprentice, you will be required to engage in self-reflection. This will enable you to explore values, attitudes, feelings and perceptions of yourselves and others. You will learn through exploration and interpretation of experiences and knowledge, relating these to your sense of self, others and place of work. As well as an opportunity for learning from your experiences, reflection will help you to be more self-aware, to strengthen resilience and to recognise signs of vulnerability in yourself and others.

Theory and practice time:

An NMC requirement is that the programme includes a minimum of 4600 hours. These hours are split so that you spend a minimum of 2300 hours studying the relevant theory and a minimum of 2300 hours in clinical practice. In some employer-partner Trusts, apprentices will complete 30 hours of off-the-job learning in placement weeks and will have one study day (theory hours). In other employer-partner Trusts, apprentices will complete some hours in each week (or placement block) in their healthcare assistant role, at least 22 hours a week as an apprentice Midwife, and have one study day (i.e., there is a requirement to undertake some hours in the healthcare assistant role). All apprentices will complete the same number of on-the-job hours before their Summative Holistic Assessment, and their End Point Assessment. The length of the programme will be 36 months (as a minimum) or 40 months, depending on the employer-partner Trust requirements.

All theory is taught at the Fusehill campus in Carlisle, the Lancaster campus, or online within a blended approach using the University's Blackboard (VLE). Practice placements are undertaken within employer-partner NHS Trusts within hospital and community settings. You will be expected to experience a range of settings within the base Trust and may have the opportunity to attend spoke placements in other NHS Trusts.

Placements/Learning in Practice:

When on placement, you are expected to work and to experience the full range of shift patterns of the placement e.g., early start 7am, late finish 10pm, long 12.5-hour shifts, some night shifts and some weekends. You will be expected to spend at least 22.5 hours per week and a maximum of 30 hours in your apprentice role with one study day per week during placement weeks. Your employer may also expect you to work some of the time in your employment role. Apprentices may not request specific placement areas. You must notify the Placement Unit if there are any circumstances regarding sickness which may affect placement attendance.

Uniforms:

The University provides uniforms for apprentices where appropriate. You are responsible for your own laundry and must provide your own suitable footwear. A plain navy or black three quarter or full-length coat will need to be purchased for those wearing uniform on community placements. If you require additional uniforms, then you will need to purchase these yourself.

Reasonable adjustments:

Should these be required they can be discussed with the Programme Leader and Personal Tutor in the first instance. The University is committed to ensuring that reasonable adjustments are made wherever possible and will support you in your studies. For placements, there is a 'Dyslexia in the Workplace' assessment and support document that can be discussed with Practice Supervisors and Assessors.

The University of Cumbria is registered under the Data Protection Act 1998 to collect and process your personal data. The University may be required to disclose student data but will only do so within the terms of this Act. Please see the University of Cumbria [website for more information](#).

Interprofessional Learning:

Interprofessional Education (IPE) is a core element of all undergraduate health and social care education within the Institute for Health conforming to government and PSRB directives. In line with the most recent UoC IPE strategy, each year students will be afforded learning opportunities with their peers from a different health or social care programme. This will allow you to come together with other students in an authentic way to share learning and make new connections.

Sickness and absence

The University expects 100% attendance for theory and clinical practice. However, we understand that some apprentices may not achieve this due to exceptional circumstances or illness.

The University monitors attendance and all sickness and absence very carefully to ensure that you have undertaken the required number of hours. Full details of the sickness and absence policy, and the monitoring details, are contained within the Programme and Placement Handbooks. If you have not achieved all the necessary hours in practice by the end of the programme you will be required to complete these hours, under the supervision of a Practice Supervisor and a nominated Practice Assessor, before you are eligible to apply for registration. Retrieval of hours can be completed at any point during clinical placements, including during the summer placement period. Full details are available on the website below as part of the placement policy.

[UoC Placement Policy for Health Care Professionals | University of Cumbria](#)

Theory hours missed within the University must also be completed prior to registration (to achieve a minimum of 2300 hours of theory by the end of the programme).

Innovation and Entrepreneurship

The University of Cumbria has recently received a good overall rating by Ofsted for its apprenticeship provision. The University also has a track record of delivering a high-quality BSc (Hons) Midwifery programme. This is in part due to the success of its collaborative partnerships with NHS and independent service providers, for example the Degree Apprenticeship pathway for Adult Nursing developed with local Trusts using the 'Cumbria Model', (Smith, Moore and Mawson, 2018). This innovative approach, utilising the principles of entrepreneurship, will be reflected in the BSc (Hons) Midwifery Degree Apprenticeship programme.

This programme will prepare apprentices to help fill the identified gap in the midwifery workforce and allow you to work within a range of maternity care settings either in hospital or in the community.

Environment and Sustainability

You will have the opportunity to consider different concepts of public health and maternity care and how these relate to local communities. Given the geography of the area that the University of Cumbria serves there is a vast range of rural landscape to small industrial and seaside towns. In terms of health needs there are areas of affluence and areas of poverty and deprivation associated with differing health needs. Collaborating with others you will explore and develop insights into the

needs of a diverse population of women and their families and the impact of social, cultural and political influences on maternity services.

Creativity and Leadership Skills

Midwifery apprentices will be encouraged to reach both their academic and professional/practice potential. Throughout your programme of study, you will embrace the concept of leadership in both academic and practice learning and in a personal way, recognising that it is a fundamental part of personal professional practice, and working with colleagues.

Focussing upon the importance of effective leadership, you will be able to address contemporary management and leadership issues at all levels. Although you will be working under the leadership of a Registered Midwife you will still have a degree of autonomy, and by applying your professional judgement will be able to make decisions within your limitations.

Supported by the University's Teaching, Learning and Assessment Strategy, the range of teaching and assessment methods across the programme will encourage creativity and innovation.

Employability

Students have five years to apply to register with the NMC if they wish to rely on this programme/qualification for registration. 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 NMC standards.

The programme encourages the development of skills and knowledge that will equip you for graduate employment, lifelong learning, and career planning. You will engage with your employers early on in your programme and your practice learning will be supported by them, in collaboration with the University. Your programme is 50% theory and 50% practice and the module content promotes the application of theory to practice. The programme ultimately enables you to become a confident, caring, safe and effective midwife, ready for the responsibilities and accountability of being a Registered Midwife.

The programme enhances your employability skills through:

- The development of lifelong, independent learning skills to enhance personal and professional development
- The ability to adapt to the changing nature and context of midwifery practice
- Developing your ability to undertake presentations to groups
- Develop interview skills
- Encouraging professional networking and the development of influencing skills
- Encouraging the skills required for life-long learning
- Considering options for career planning
- Providing support for employability through
- <https://my.cumbria.ac.uk/Student-Life/careers/> and Career Ahead
- A strong focus on leadership and research skills
- Increasing confidence in supporting breastfeeding as NHS Trusts recognise the benefit of employing newly qualified midwives who do not need further infant feeding training

Apprentices who qualify from this programme are sought-after by employers in the NHS because they are fit for purpose and make excellent employees. Close relationships between you, your Practice Supervisor, Practice Assessor and the University during your Tripartite Review (TPRs) will foster this relationship further and ensure that you are caring, competent and confident in readiness for the role of Registered Midwife.

Current students on Midwifery graduate programmes from the University of Cumbria have 100% employability.

The Apprenticeship programme is offered at the University on an “open cohort” basis in a flexible part-time block mode that normally takes 3, 4 or 5 years to complete. “Open cohort” means that students from different employers study the same programme as a group at the same time. However, subject to negotiation, bespoke delivery modes may be offered, whilst retaining the same overall programme structure.

Regular Tripartite Reviews (TPR) between the apprentice, the employer and the University tutor (Academic Assessor) will take place to review progress and set targets for ongoing learning. The first TPR will take place within the first four weeks of the programme and thereafter are detailed in the Programme Handbook and recorded on Aptem.

Delivery Arrangements and Attendance

The BSc (Hons) Midwifery Degree Apprenticeship is undertaken over 36 months to 40 months, depending on your Employer (base) NHS Trust. The length of the programme will depend on the number of hours per week completed as an apprentice in placement weeks (minimum 22.5 hours, maximum 30 hours). All components of level 4, level 5 and 6 study must be successfully completed. After completing the programme, you will have 5 years in which to register or record your qualification with the NMC.

University-taught theory sessions will be co-taught with the BSc (Hons) and MSc Pre-Registration Midwifery students within theory weeks, where attendance at university will range from 2 -4 days per week (attendance is mandatory for all sessions). If you are absent for any reason, there is a requirement to demonstrate how you will meet the learning outcomes for the session that has been missed, as well as to provide evidence that you have made up the hours.

There will also be one study day per week during practice/placement weeks, and to comply with NMC requirements, all module study days must be attended. In placement weeks, it is possible that self-directed study days can be taken on any day with agreement with your Practice Supervisor/employer, but some employers may set this day to be the same day each week. In practice you will be expected to undertake protected learning time (see your Practice Learning handbook for more information).

You are required to demonstrate completion of a minimum of 2300 hours of practice learning and a minimum of 2300 hours of theory before completion of the programme (apprenticeship). You cannot proceed to NMC registration until any missed hours are recouped. You will be able to record your practice learning hours and flexible study days on an online timesheet (on PARE). Your attendance to theory sessions (theory hours) will be monitored by University tutors. This will be

monitored by the University Placement Unit, your Practice Assessor and your Personal Tutor. Attendance and punctuality is also recorded in Aptem. Refer to **Appendix 1** for further information on apprenticeship delivery models.

Learning and Teaching

Teaching

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, the minimum required Off the Job learning hours will take place for example in lectures, seminars, job shadowing and industrial visits. The minimum requirement and the planned number of hours required will be specified in the Training Plan and Apprenticeship Agreement for each Apprentice. Apprentices are responsible for evidencing that they have completed the minimum hours set out in the Training Plan before they will be allowed to pass gateway for end point assessment. This is evidenced by the apprentice submitting monthly reports on OTJ hours completed in the APTEM system which will be assessed and approved by University Staff.

Overview of the methods of learning and teaching used on the programme.

This programme uses a variety of learning and teaching methods based on the UoC Curriculum Design Framework, with the aim to appeal to a range of learning styles and to provide opportunities for students to reach their full potential. In University-based sessions, learning and teaching methods include interactive lectures, reflection on practice, video, discussion, seminars, tutorials, case-based learning, and simulation.

The programme makes use of a range of online platforms, offering creative interactive learning environments where students can collaborate and engage with lecturers and peers. For example, virtual classrooms with interactive capability are used for online learning.

Simulated learning within theory time is facilitated through immersive technology, and high-fidelity equipment to provide a safe and realistic environment for students to practice clinical skills and decision-making. Virtual reality equipment provides the opportunity to learn from different simulated clinical settings and view virtual anatomy and physiology in different ways. Immersive simulation and clinical midwifery suites promote realistic learning for practice in the University environment, supporting learning and digital capability.

Practical and clinical elements of the curriculum will take place in both University and practice settings. In the University, practical and clinical skills are taught in a dedicated midwifery simulation suite using midwifery-specific high-fidelity equipment, well supported by laboratory technicians and taught by expert midwifery lecturers who are cognisant in contemporary midwifery practice. Some learning will be multi-professional and other learning midwifery-student specific.

In theory weeks in each year of the programme, students undertake 37.5 hours of learning, typically consisting of: lectures, which maybe face-to-face or delivered online via our virtual learning platform, practical learning in the midwifery simulation suite, directed study, independent study time and personal tutoring. During placement weeks, one day of independent or directed study is undertaken equating to 7.5 hours of theory per week.

Independent Learning

When not attending scheduled learning activities you will be expected to continue learning independently through self-study. Independent self-directed study does not count towards Off the Job learning hours

Teaching Staff

All academic staff within the Midwifery department are experienced qualified midwives, registered with the NMC, and with expertise in various areas of midwifery practice.

Digital Capabilities

Digital capability is the term used to describe the skills and attitudes that individuals and organisations need if they are to thrive in today's world. To help you develop your digital skills and capabilities you will have access to the Digital Capabilities Pathways, which has a range of short courses.

[Digital Capabilities Pathways | MyCumbria](#)

Work-Based Learning

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, apprentices are required to spend a minimum average of 6 hours per week involved in 'off the job' learning between the first and the last day of learning on the programme. (For apprentices working fewer than 30 hours per week the minimum is 20% of their paid work time. Apprentices working fewer than 30 hours per week will also need to have the duration of their programme extended on a pro rata basis. The 20% applies for the full duration of the extended programme). This is reduced by 5.6 hours statutory leave each year. This 'off the job' learning can involve lectures, seminars, job shadowing and industrial visits. The actual amount of hours required will be specified in the Training Plan for each programme. Apprentices are responsible for evidencing that they have completed the minimum set out in the Training Plan before they will be allowed to pass gateway for end point assessment.

Maths and English Development

Where Apprentices already hold the minimum Level 2 qualifications in English and Maths, these skills will be assessed and will be continually developed throughout the apprenticeship programme. This is supported by all apprentices completing an initial assessment of their English and Maths ability at the start of the programme. This is intended to establish a baseline against which progress should be monitored and reviewed in tripartite review meetings.

Tripartite Reviews

Regular tripartite reviews between the apprentice, the employer and the University tutor will take place to review progress and set targets for ongoing learning. Tripartite reviews (TPR) are a mandatory requirement of an apprenticeship. In order to meet EFSA requirements, TPRs (meetings between the apprentice, Practice Assessor and Academic Assessor) will take place regularly during each year of the programme as agreed with employers, to monitor progress with the Knowledge, Skills and Behaviours in the Occupational Standard, English and Maths progress and development attendance and punctuality, and academic progress. The first TPR occurs within the first 4 weeks

of placement. These TPRs will be recorded on Aptem; the timings of these are reflected in the Programme and Placement Handbooks and the relevant Blackboard (VLE) sites. TPRs are undertaken alongside the Practice Assessor Reviews documented in the MORA, which consider the progress in relation to NMC proficiencies, Practice Episode Records, and Practice Supervisor feedback.

Assessment

Overview of the methods of assessment used on the programme within each year of study.

A full range of assessment methods are used in order to enhance the student learning experience and to help students to demonstrate the extent to which they have achieved the module learning outcomes, and, overall, the programme aims. All modules are summatively assessed and must be passed. Formative assessments are used throughout modules to maximise success at the summative stage.

You will have an opportunity across the programme to reflect on your progress and development. Each year there are a variety of assessment methods which aim to be authentic thereby helping the contextualisation of learning to real-life settings. Graduate skills and attributes are embedded in all modules.

Year 1

Written assignment, presentation, timed set exercise, verbal assessment (professional discussion), practice assessment.

Year 2

Practice skills assessment (OSCE), written assignment, verbal assessment (professional discussion), verbal assessment (presentation), practice assessment.

Year 3

Written assignment (dissertation), presentation, verbal assessment (professional discussion), practice assessment

Feedback

Anonymous marking is used wherever possible and written feedback is provided in line with the UoC Academic Regulations and Academic Procedures and Processes

End Point Assessment

All apprentices must take an independent assessment at the end of their training to confirm that they have achieved occupational competence. Rigorous, robust and independent end-point assessment (EPA) is essential to give employers confidence that apprentices completing an Apprenticeship Standard can actually perform in the occupation they have been trained in and can demonstrate the duties, and knowledge, skills and behaviours set out in the occupational standard.

The University and the employer are bound by contract to work together to support the apprentice and to carry out the end-point assessment. The end-point assessment takes place at the end of the

apprenticeship after all the on-programme and work integrated learning elements of training have been completed (the practical period) and after the gateway has been passed. It is the employer's decision to put an apprentice forward for end-point assessment, once all gateway criteria have been met and they are confident that their apprentice is ready.

The end point assessment for integrated degree apprenticeships that lead to a career in a regulated profession (one where access to the profession is totally controlled by a professional body for example, the Nursing and Midwifery Council and Health Care Professions Council) will be set at the same standard as other entry routes into the profession. This means that where apprentices fail to meet the gateway criteria for such and integrated end point assessment, they will not be able to complete the university's academic award.

The end-point assessment (EPA) assesses whether you have passed the apprenticeship, and is based on the same professional knowledge, skills and behaviours as the Midwife Degree Apprenticeship (ST0794) (2019) Occupational Standard. This apprenticeship has a fully integrated EPA. The EPA will use the existing assessment arrangements in place at the University and will be completed simultaneously.

The EPA period should only start once all of the pre-requisite gateway requirements for EPA have been met. The gateway requirements include that the employer and University are satisfied that the apprentice has: consistently met the knowledge, skills and behaviours of the Occupational Standard, successfully completed (passed) all the required modules on the programme, completed the Midwifery On-going Record of Achievement (MORA) (signed-off by the Practice and Academic Assessor).

For apprentice's on the 36 month programme it is expected that the gateway will be reached on completion of the final module of the programme and when all programme hours (4600) have been completed and before the University's examination board. Apprentices on the 40-month programme will have the summative assessment and EPA when all required practice hours have been completed and before the subsequent examination board.

The EPA starts with the examination board and finishes when the AEI makes the required NMC declaration to the NMC. The apprentice is not required to carry out any additional assessments.

To qualify for the award of an Honours Degree, you must complete all course requirements and pass all modules.

Career Development Prospects

The BSc (Hons) Midwifery Degree Apprenticeship programme prepares you for the variety of settings in which you may work by ensuring that you gain knowledge, experience and confidence in those settings, working with service users as partners and with other healthcare professionals. Midwifery offers you the chance to make a difference, a high degree of flexibility and a career with excellent employment prospects. The BSc (Hons) Midwifery programme at the University of Cumbria has an excellent record of graduate employment.

On completion of the programme you will be eligible to apply to join the [NMC Register](#), allowing you to practice as a Registered Midwife. You may also be ready to apply for one of our post graduate courses to continue your professional development.

You may be employed in the UK within the NHS or work for other healthcare providers caring for a variety of service users. Midwifery is ever-changing and the roles available to graduates is reflective of these changes (for example, there are now roles working within digital health technologies). The key elements of the programme prepare you for the changing nature and context of maternity services in the UK, reflecting current government initiatives .

There is also potential to work internationally on successful completion of the programme, as NMC-approved Midwifery qualifications are recognised in many overseas countries.

MODULES

Year 1 (120 credits)			
Code	Title	Credits	Status
MIDP4120	Midwifery Practice 1	40	Core
MIDP4130	Universal Care 1	20	Core
MIDP4140	The Midwife as Professional 1	20	Core
MIDP4150	The Midwife as Scholar 1	20	Core
MIDP4160	Additional Care 1	20	Core

Year 2 (120 credits)			
Code	Title	Credits	Status
MIDP5120	Midwifery Practice 2	40	Core
MIDP5130	Universal Care 2	20	Core
MIDP5140	The Midwife as Professional 2	20	Core
MIDP5150	The Midwife as Scholar 2	20	Core
MIDP5160	Additional Care 2	20	Core

Year 3 (120 credits)			
Code	Title	Credits	Status
MIDP6120	Midwifery Practice 3	40	Core
MIDP6130	Physical Assessment and Management of the Newborn	20	Core
MIDP6140	The Midwife as Professional 3	20	Core
MIDP6150	The Midwife as Scholar 3 - Dissertation	40	Core
EPAG9003	Midwifery Apprenticeship Gateway	0	QPU
Learners exiting at this point with 360 credits would receive a BSc (Hons) Midwifery Degree Apprenticeship			

Key to Module Statuses	
Core modules	Must be taken and must be successfully passed.

Qualificatory practice units	These are non-credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme. They will only be used in rare instances where additional PSRB requirements cannot be allocated to a credit-bearing module, or in the case of Apprenticeships. These units must be successfully completed in order to pass the award but do not affect the final degree classification. An alternate award May be available if you are not successful in the QPU element of your programme. All Apprenticeship Programmes MUST include a Gateway QPU
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Timetables

Timetables are normally available 3 months ahead of each academic year commencing . Please note that while we make every effort to ensure timetables are as apprentice-friendly as possible, scheduled learning can take place on any day of the week.

Our Timetabling team work hard to ensure that timetables are available to learners as far in advance as possible, however there may be occasional exceptions such as in the case of teaching which falls outside of the usual academic calendar. The UoC academic calendar runs from August to July, so timetabling information for programmes which include teaching sessions in August may not be published until closer to the August delivery.

ADDITIONAL INFORMATION

Apprentice Support

Support in your Workplace

At your workplace, you will be supported by your employer. Exact arrangements and terminology are the responsibility of the employer, but typically, you will be supported as follows, where the roles may be combined in one person;

- A Mentor designated by the employer to provide vocational and pastoral support for individual learners, who may or may not be your line manager.

The University and the employer are bound by contract to work together to support you as an apprentice. This will include tripartite learner review meetings between the University, the learner, and the employer. The agenda for these learner review meetings will be shared with you in advance but will typically include a summary of your progress on programme, a review of evidence on file, identification of any emerging challenges, tracking the proportion of off-the-job training undertaken, and agreement of an action plan if/where needed. Records of these learner review meetings will be held in your profile on the APTM system and may be audited by the ESFA or OFSTED as part of their monitoring and audit processes to ensure provision of high-quality apprenticeships.

Learners are required to maintain their own personal record of off the job learning within their portfolio and make this available to their employer and the University.

University Support

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Advice Service](#)
- [Safeguarding](#) (plus British Values & EDI)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

As an apprentice at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort

across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

Induction

You will be provided with an induction during Welcome Week (Week 1) in year 1. This includes orientation to the programme and the university, an introduction to key staff, Library, VLE and Timetable introduction. You will be introduced to the range of academic and pastoral support available to you during their studies including the Student Union and midwifery unions. On commencing each module, you will be introduced to the module content and assessment. As you progress through the programme and move into each part of the programme, an introduction is delivered to prepare you to study at different academic levels. This may include workshops looking at specific types of assessment, such as what is expected in a Literature Review at level 6 or may be a recap of key academic skills, such as referencing. You will be signposted to continuously review the feedback given to you over the previous year and to build on that feedback along with reference to the University Grade Descriptors, the module learning outcomes, guidance within the module guide and assessment tutorials.

Personal Tutoring

On commencing the programme, you will be allocated a Personal Tutor (PT). Your PT will be a member of the academic team who is involved in the delivery of your programme and will have contact with you throughout your time at the University. The role of the PT is to provide pastoral support and to monitor your academic, professional and personal progress; this means that PTs also mark some assignments. Personal tutor sessions are held at regular intervals during which you will evaluate your personal, academic and professional progress. Contact with your PT may be via a variety of means, including e-mail, telephone or face-to-face tutorial (group and / or individual) to a total of 2 hours during year one, and 1.5-hours during years two and three.

Head Start to University

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives you, as a new undergraduate student (UG) an opportunity to prepare for your transition into university and to start to develop your academic skills so that you are successful as a learner. As an UG student, you are given the opportunity to register and complete Head Start prior to entry to your programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module through the MyCumbria Student hub Head Start Plus Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors.

This course is free and available via the MyCumbria Student hub

Career Ahead

Career Ahead is the University of Cumbria's Employability Award. It is designed to help you recognise and develop your employability skills, providing you with a greater opportunity to get the job you want when you graduate. Find out about the support on offer from your Careers and Employability Service at My.Cumbria.ac.uk/Careers

Support in Practice-Based Placements

Practice Assessors have a key role in assessing and confirming your proficiency and providing assurance of your achievements and competence. This includes facilitating learning opportunities and ensuring any reasonable adjustments are in place so you can get maximum benefit from the practice experience. A practice assessor will observe you, conducting and recording your assessments informed by your reflections, feedback from Practice Supervisors and other relevant people to confirm achievement. They will also liaise with the Academic Assessor, scheduling communication at relevant points.

Practice Supervisors are registered midwives or other registered health/social care professional. In many practice areas you will be supported by several Practice Supervisors. Some areas may adopt a team-based approach due to the nature of the experience. Practice Supervisors have an important role in supporting and guiding you through your learning experience to ensure safe and effective learning. This includes facilitating learning opportunities including any reasonable adjustments you may need to get maximum benefit from the experience. Practice supervisors contribute to your assessment through the recording of regular feedback on your progress towards, and achievement of your proficiencies providing specific feedback to the Practice Assessor on your progress. Supervision in other placement areas (i.e., those areas where there are no health/social care registrants). A range of staff can support learning and have a vital role in your learning and development even though they may not be contributing formal assessment of proficiencies.

Academic Assessors are Registered Midwives and are nominated for each part of the educational programme. Academic assessors are likely to be your university lecturers. The same Academic Assessor cannot contribute to the student assessment in consecutive parts so you will be allocated a different one for each part of the programme. The Academic Assessor will work in partnership with the Practice Assessor to evaluate and recommend you for progression for each part of the educational programme. The Academic Assessor will enable scheduled communication and collaboration with the Practice Assessor and this communication can take a variety of forms. All scheduled interviews between you, practice supervisors/assessors and academic assessor's as well as communications/ additional feedback needs to be recorded on the relevant pages in the practice document.

Practice Education Facilitators (PEFs) are Registered Midwives or Health Professionals in practice settings who act as a link between the University of Cumbria and placement partner organisations. Although the remit of the role may vary between each site there are key functions that are undertaken by each of them, for example an important part of their role is to play a major role in the maintenance and development of the quality systems and processes in the practice areas.

Training Hours

ESFA's apprenticeships funding rules set the minimum OTJ hours required to an apprenticeship to be considered valid. All apprenticeship programmes must contain the minimum number of off-the-job training hours, set in the Funding Rules that are current at the time the apprentice starts their programme. ESFA has defined off-the-job training as *"learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. Training can be delivered at the apprentice's normal place of work but not as part of their normal working duties"*.

Training is distinct from assessment and off-the-job training reinforces practical, work-based learning with technical and theoretical learning. The focus of off-the-job training is on teaching new skills rather than assessing existing skills.

Off the job training must be completed in normal paid working hours. The actual number of hours required for each apprentice will be set out in the apprentice's Training Plan and Apprenticeship Agreement. It is the apprentice's responsibility to maintain an up-to-date record of off the job learning hours completed by submitting a monthly summary of hours in the APTM system. The number of hours required in the Training Plan must be completed before an apprentice can pass gateway for end point assessment.

Where it is apparent that an apprentice will be able to demonstrate competence before the planned gateway date and with fewer hours than set out in the Training Plan. A separate statement must be produced prior to gateway explaining why this is the case and setting out the number of hours to be completed. This must still be a minimum number of hours required for the duration of the apprenticeship up to that point.

<https://www.gov.uk/guidance/apprenticeship-funding-rules>

Theory / Practice Time.

There is an NMC stipulation that the programme must contain a minimum 4,600 hours, with an equal balance of practice (2,300 hours) and theory hours (2,300 hours). To ensure this happens the University placement unit will record an individual transcript of both placement and University hours for apprentices. You may be required to make up time at the end of the programme before completion/eligibility to register with the NMC.

Exceptions to the Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions and variations due to the requirements of the Nursing and Midwifery Council.

- A failed student may be permitted to re-register on the same module, in the case of confirmed failure of an academic module, in line with the University's Academic Regulations. A failed student will not normally be permitted to re-register on a practice module unless there are extenuating circumstances.
- Length of the standard registration period.

All modules, including all practice proficiencies, must be passed for the apprentice to be eligible to apply for NMC registration on successful completion of the programme.

Should an apprentice fail any of practice assessments (including the attendance requirement) they will be offered one opportunity for reassessment. Progression will be permitted if the initial assessment is not passed, however if the reassessment is not passed resulting in a confirmed fail, the apprentice will be exited from the programme at the next University Assessment Board.

Reassessment of failed practice modules should occur as soon as possible, in line with handbook recommendations, to allow the apprentice to demonstrate achievement of proficiency and pass through the next available Module Assessment Board.

Other Information

Apprentices must maintain fitness to practise (FtP) and their suitability for practice placement throughout the programme.

Should an apprentice exhibit non-professional behaviour, irregular attendance, continuing failure to make satisfactory progress or dangerous practise, they will not be eligible to progress on the programme. In such cases the Practice Assessor concerned will alert the Programme Leader. The Fitness to Practice (FtP) process will be actioned involving the Lead Midwife for Education/Programme Leader and either the Personal Tutor or Practice Assessor and a representative from the hosting placement in line with the FtP policy.

This formal HCC/FtP meeting will consider all appropriate evidence and the decision from this will be presented to the next available Module Assessment Board for consideration in relation to the apprentice's ability to progress on the programme.

External and Internal Benchmarks

The programme outcomes are referenced to the Apprenticeship Standard for Midwifery (and also the related Assessment Plan).

https://www.instituteforapprenticeships.org/media/5025/st0948_v12_midwife_l6_fully-integrated_ap_for-publication_06042021.pdf

QAA Subject benchmark statements: The most relevant subject benchmarks are those provided below.

QAA Subject benchmark statements: the most relevant subject benchmarks are those provided below.

Part 1: [Standards Framework for Nursing and Midwifery Education 2023](#)

Part 2: [Standards for Student Supervision and Assessment- 2023](#)

Part 3: [Standards for Pre-registration Midwifery Programmes 2023](#)

[NMC \(2019\) Standards of Proficiency for Midwives](#)

NMC The code: <https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>

NMC [Guidance on Good Health and Good Character](#)

NMC Advice and supporting information for implementation of the standards

NMC [Fitness](#) to Practise

UoC Academic Regulations and Academic Procedures and Processes

[UoC Placement Policy for Health Care Professionals | University of Cumbria](#)

As an Apprenticeship, the programme integrates the learning outcomes required for a higher education qualification with those defined by employers as an occupational standard for specific (but broadly based) job roles.

Disclaimer

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage

Date of Programme Specification Production	10/12/2024
Date Programme Specification was last updated	16/06/26

Appendix 1

Apprenticeship delivery structure

Apprenticeship programmes are designed to be offered for full-time study with delivery at the University. However, as a Higher/Degree Level Apprenticeship, other types of flexible delivery may be required.

This programme can be made available in two modes of study:

a) Standard Mode of Study:

- the initial offer by the University: with the defined curriculum map and programme delivery structure
- flexible duration of 3, 4 or 5 years
- delivered full-time through a mix of day release and block release across all three semesters
- with a cohort open to all employers.

b) Custom Mode of Study:

- determined by negotiation with a particular employer or delivery partner: following the defined curriculum map, but with a bespoke programme delivery structure, not defined in this specification.